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ABSTRACT

During 1977-78, a series of Office of Career Education "mini-conferences" was held, each conference devoted to attacking the concept of collaboration in career education from a different perspective. The notes from this set of mini-conferences form the body of this document. (A companion document, CE 020 111, describes the follow-up conferences conducted at various community sites across the nation.) The introduction illustrates the concepts behind the conferences and explains what occurred during conference site visits. In each conference reported, a list of participants is given, issues raised by participants are summarized, and a detailed discussion of each issue is presented. The first two conferences, entitled Conceptualizers, discuss the term "collaboration" in career education and how it pertains to business/labor/industry/service organizations. A site directors conference follows. Conferences for the following organizations are included: Boy Scouts of America/Girl Scouts of the USA; Labor Unions; National Alliance of Business; Junior Achievement; American Legion/American Legion Auxiliary; 4-H; CETA: Business and Professional Women's Clubs; National Urban Coalition; Rotary International; Women's American ORT; Chamber of Commerce; and Future Farmers of America. Details of a Super Mini-Conference are also reported. A roster of participants is appended. (CT)

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ED166562

# INCREASING COLLABORATIVE EFFORTS IN CAREER EDUCATION K-12

## A SERIES OF MINI-CONFERENCES

## PHASE I

## FINAL REPORT

Contract Number OCE 300-77-0449

Prepared for

Office of Education
United States Department of Health, Education, and Welfare

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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CE 020 110

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November, 1978

Left to right: Brady J. Fletcher, Odilia Esparza

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# ACKNOWLEDGEMENTS

As a sign of increasing collaborative efforts in career education, mini-conferences were held between members of the business/labor/industry/professional/community groups. Over 300 participants in both phases of the project made it successful. It is my pleasure as project director to acknowledge those who worked to make the series a success. Career education is a way of life to me, and I think that each participant in this series of mini-conferences felt the way I did. I am deeply grateful to each one for the insights, strategies, and ideas generated in the mini-conferences.

The two conceptualizer mini-conferences, the exemplary site director's conference, and the 14 mini-conferences for business/labor/industry/professional/community groups were all inspirational. I extend my warmest thanks and appreciation to the conceptualizers, whose task it was to define "collaboration" in career education for the rest of the mini-conference participants. I give my heartfelt thanks to the exemplary site directors for not only reacting to the meaning of "collaboration" as defined by the conceptualizers but also for allowing a team of us to visit their exemplary sites to witness true collaboration. Volume II of our final report will present more detail about the sites.

In each business/labor/industry/professional/community organization, there were people who shared names of persons in their organization who were interested in career education. I wish to thank them individually and collectively for their roles. Coleman Harris, National Executive Secretary, Future Farmers of America; Forrest McVicar and Harvey Price of the Boy Scouts of America; Ann Frettas, Frances Hasselbein, and Nancy Garfield of the Girl Scouts of the USA; Walter Davis, Department of Education, AFL-CIO; Carroll Hutton, Director of Education, United Auto Workers; Ellen Boyers, Director Career Guidance Institutes, National Alliance of Business; Richard Maxwell and Julia Hubbard of Junior Achievement, Inc.; Ray Patterson and Charles Ferguson of American Legion; Etta Williams, Manpower Development Specialist, U.S. Labor Department; Irma Finn Brosseau, Executive Director, National Federation of Business and Professional Women's Clubs, Inc.; M. Carl Holman and Linda Hammond of the National Urban Coalition; Linwood Fredericksen and Herbert A. Pigman of Rotary International; Bea Forrest, Women's American ORT; Millicent Woods, Associate Director, Economic Security, Education and Manpower Section, Chamber of Commerce of the USA; and Larry Brown, Program Leader, Economics, Jobs, Careers, National 4-H Council.

Dr. Kenneth Hoyt, as usual, seems to have a special gift for conducting mini-conferences and summarizing what the participants have shared with each other. Terry Newell, the project officer did everything to keep this complicated series of mini-conferences functioning at a high level and traveled to several of the exemplary sites with us. Joseph Scherer, Special Assistant, Office of Career Education, covered all of the exemplary site visits which Terry could not attend. I wish to thank each of them for their contribution.

To manage eighteen local mini-conferences and conduct fifteen field trips to exemplary sites throughout the country would not have been possible without a hard working staff. I wish to thank William Mermis, Career Education Specialist; Odilia Esparza, Logistic Specialist; Debbie D. Berryhill, Project Secretary; Juanita Garrett, Project Secretary; and Telesforo Barrera, InterAmerica's Vice President, for all of their support and efforts to make this series of mini-conferences a success.

The finished product, printed in two volumes, was done by a team of extraordinary people under the direction of Debbie D. Berryhill. I wish to thank each of them. Format and design is by Debbie D. Berryhill; photography by Esteban Solis; graphics by Thomas Bourdeax, Gene Ulman and Lisbeth Jones; editing by Walton Coley; and typing by Linda Wright and Debbie.

Brady J. Fletcher

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# PREFACE

This publication is intended to serve as a "raw data" collection of notes for use by those who wish to study, in detail, the basis on which a recent series of Office of Career Education monographs related to the concept of collaboration in career education has been based. As such, it may help those who wish to consider alternative suggestions to those found in the monographs growing out of this collection of notes.

During 1977-78, a series of Office of Career Education "mini-conferences" were held, each devoted to attacking the concept of collaboration in career education from a different perspective. The notes from this set of "mini-conferences" form the body of this publication. A second related publication is devoted to a compilation of a set of notes based on follow-up "mini-conferences" conducted at various community sites across the nation. Readers of this set of notes are urged to study this companion publication.

The initial set of three conceptual mini-conferences in this series was followed by 14 additional mini-conferences involving, typically, one specific community organization at each mini-conference. At times, two community organizations were combined into a single mini-conference; and in one instance, two mini-conferences were conducted for a single community group. The general pattern found in this publication, however, is one set of notes for each community organization.

The notes included in this publication formed the basis for a series of monographs written by the Director, Office of Career Education. By and large, the reader can expect to find one monograph published for each set of notes. The exceptions to this general rule are (a) the first three sets of notes were combined into a single monograph and (b) one community organization elected not to have its monograph printed once it was put into draft form. Each of these resulting monographs has been cleared and corrected by the community organization(s) around which it is based. So, too, was each set of notes found here cleared by those who contributed to it.

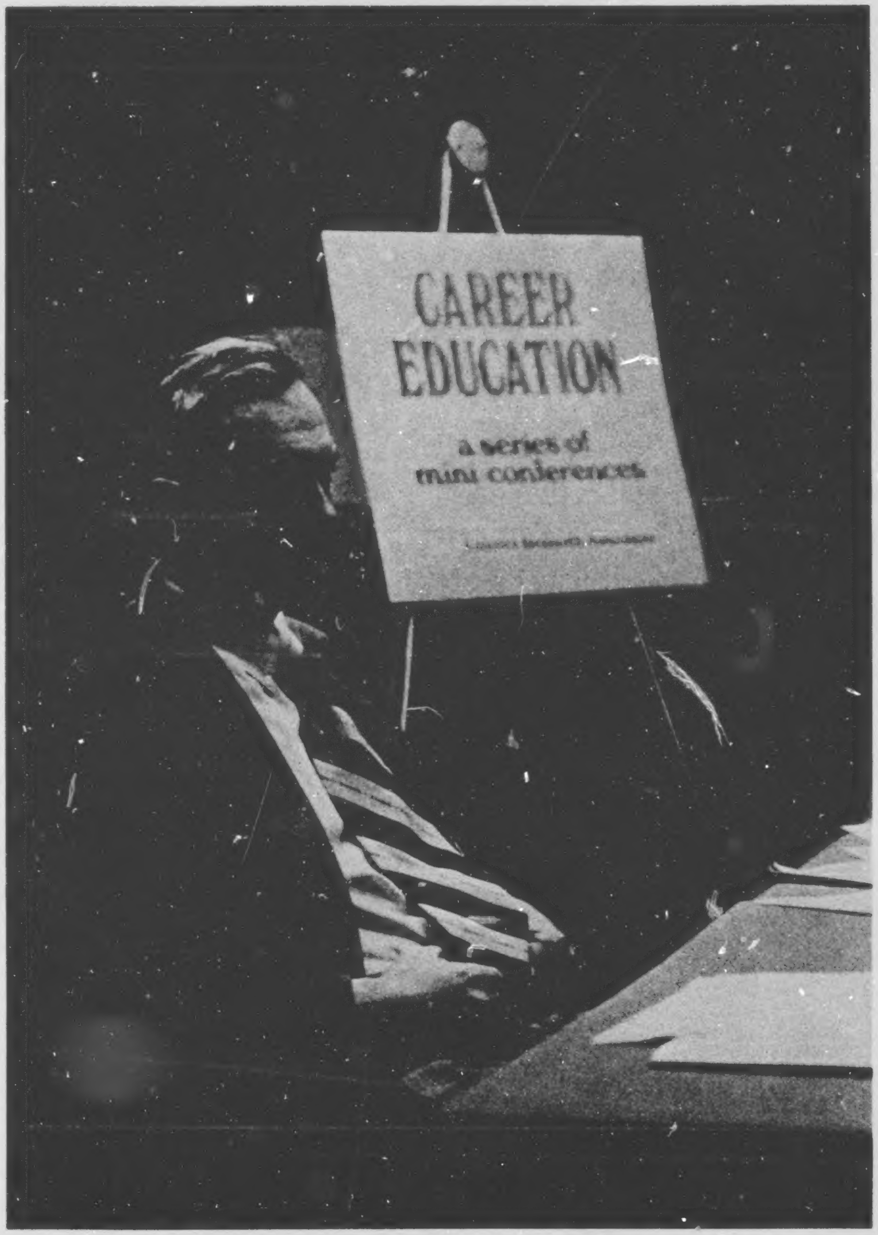
The notes are arranged in such a way that the thoughts of individual participants are highlighted. This has been done to illustrate the fact that each participant spoke as an individual and not as an official spokesperson for the organization she/he represented. No organizational endorsement should be inferred from the comments of any individual participant.

It is hoped that readers will, in studying these notes and contrasting them with the monograph(s) to which they are related, see that the monographs themselves are, in a very real sense, simply an outgrowth of the contributions of individual mini-conference participants. Each listed participant in a given mini-conference is, in a very real sense, a coauthor of the monograph based on that mini-conference.

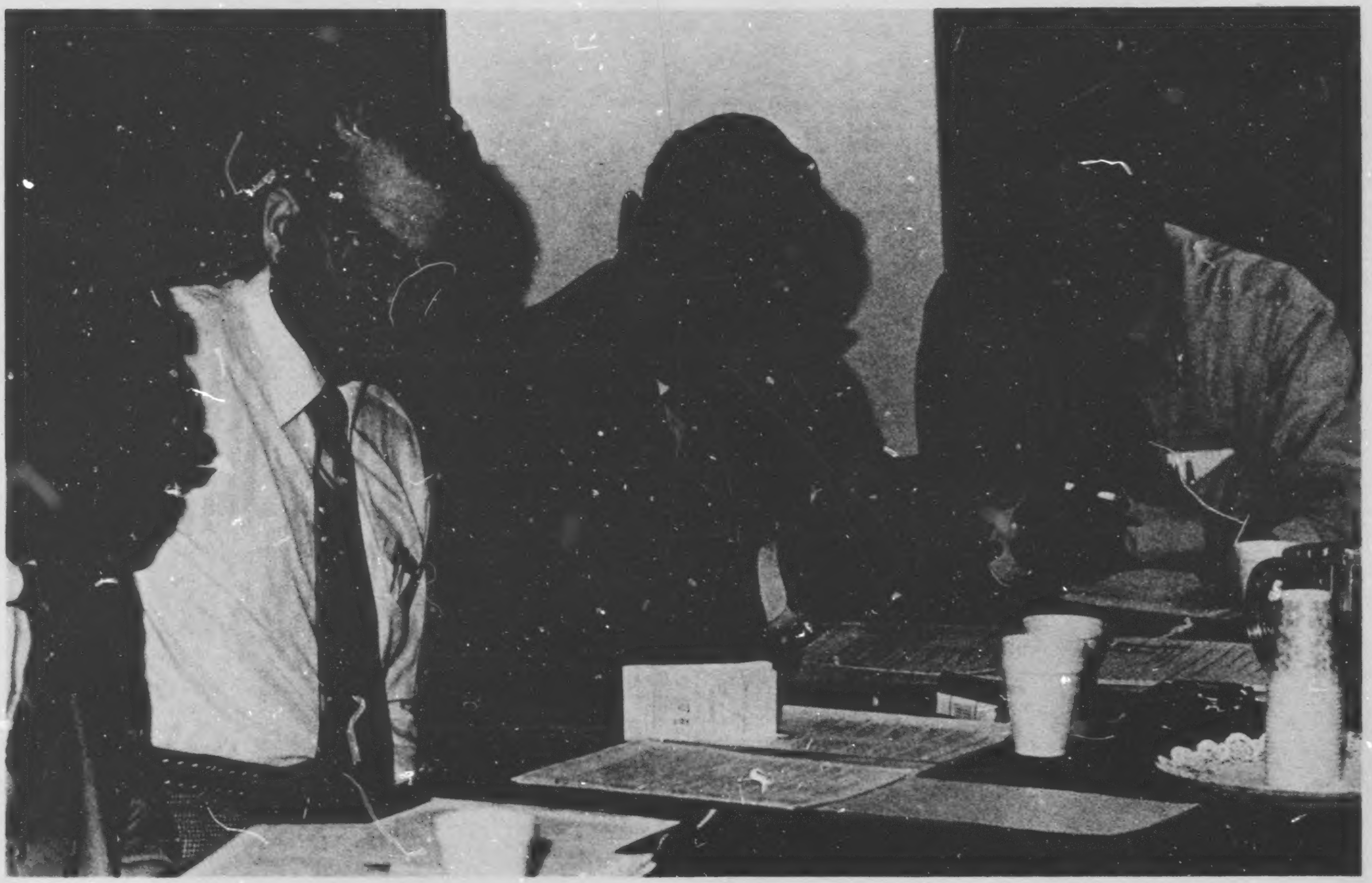
The notes reproduced here represent, in as accurate a sense as possible, both the sequence of activities and the actual thoughts expressed in each mini-conference. Each of these mini-conferences was begun with an absolutely blank piece of paper. The participants began by constructing their own sets of basic issues which are reproduced, in each case, as a part of the notes. Following this, in each mini-conference, the participants decided which of the many issues they raised that they wished to discuss in greater detail and in which order. Those decisions are also clearly reflected both in the content and in the ordering of notes for each of the mini-conferences summarized here. As facilitator, my function was simply one of trying to listen to the participants and to record their thoughts. Credit for the many good ideas found in these notes must be given to the individual participants; for it is their ideas, not mine, that form the contents of this publication. It is because of my wish to give credit where due that I have identified, by name, each mini-conference participant contributing each idea reported here.

As the person who assumed responsibility for taking these notes, the notes, themselves, are very meaningful to me. I recognize and appreciate that they can, in no way, be as meaningful to others who were not present during the discussions nor involved in actually taking the notes. In spite of this, it is my hope and belief that this set of notes can provide many persons with insights that may well extend far beyond those I gained and reported in the series of monographs that accompany these notes. It is for this reason that they have been reproduced here as a separate document. I very much hope that they will help contribute to the education of you, the reader. I hope even more that they will serve to help you recognize the tremendous contributions made by each mini-conference participant. The notes themselves stand as clear evidence that each did, indeed, make substantial and valuable contributions to helping clarify the concept of collaboration in career education. I hope you will be as appreciative of the efforts of these participants as am I. They deserve all the credit.

Kenneth B. Hoyt
Director, Office of Career Education
U.S. Office of Education

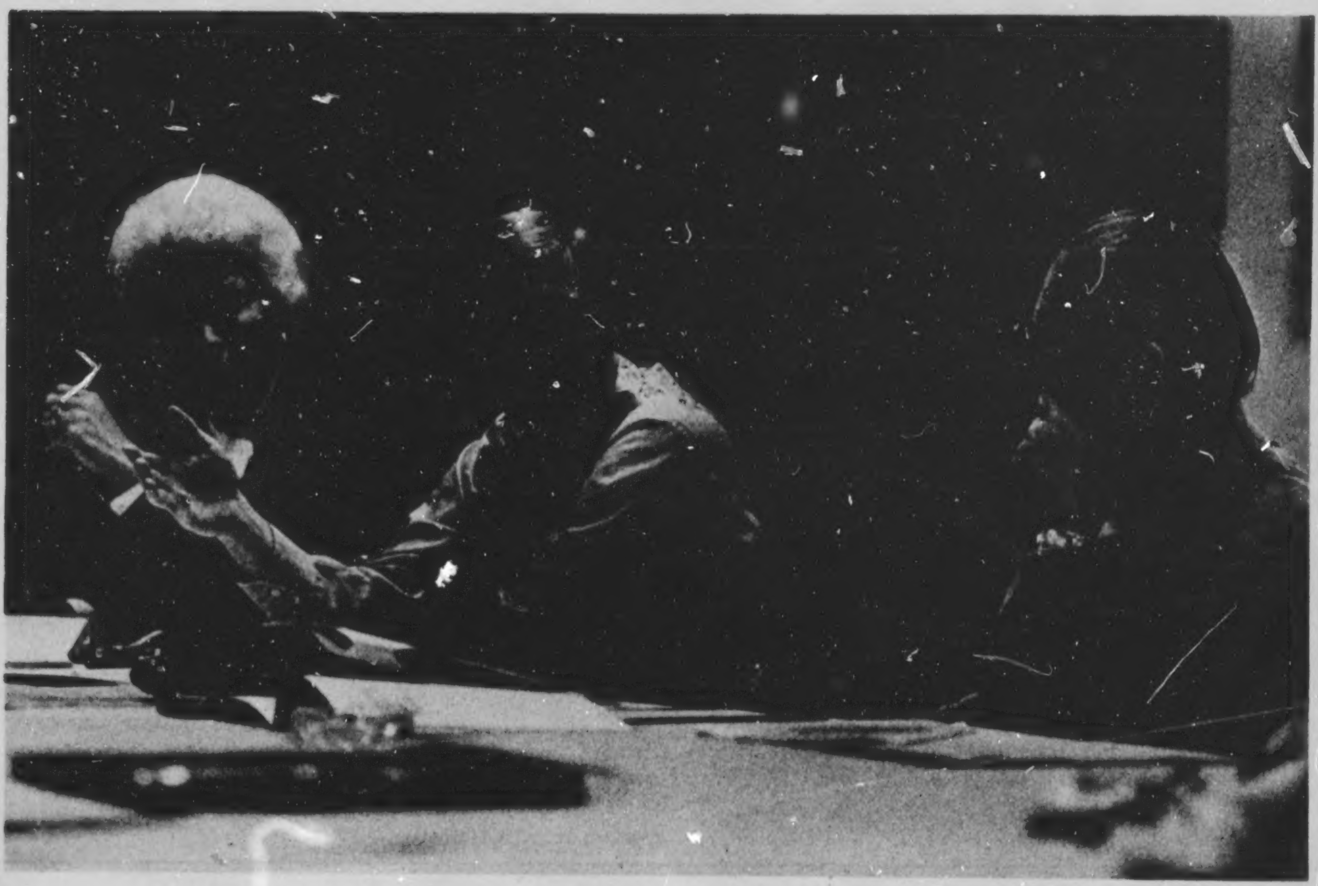

CAREER EDUCATION
a series of mini conferences

Kenneth B. Hoyt



Left to right: Howard Marshall, Robert Taylor, Sidney Marland, William L. Mermis, Jr. (staff)

Conceptualizers 1



Left to right: Jeanne Werschke, Elvis Arterbury, Willard Cheek

Conceptualizers 2

# INTRODUCTION

This series of mini-conferences, chaired by Dr. Kenneth B. Hoyt, Director of Career Education, U.S. Office of Education, was organized and conducted by InterAmerica Research Associates. The major objectives of the project were to progress toward clarifying the concept of "collaboration" as it is used in a career education concept and to involve the broader community of business/labor/industry/service organizations in arriving at a consensus regarding "collaborative" efforts in career education (K-12) and how to effectively implement them.

Collaboration has been a key issue since the inception of career education. The career education movement could not be successful without the joint efforts of formal education and the business/labor/industry/service organizations of the community. The education of our youth belongs to the community at large as well as to education institutions, and the strength of the career education movement lies in the fact that all parties are now willing to work together for the benefit of our youth. Therefore, this project was designed to bring together key elements of the community for further defining "collaboration" in career education.

Beginning in November of 1977, two conceptualizer mini-conferences with 12 participants each were convened in Washington, D.C., to allow leaders in the field to clarify the concept of "collaboration" in career education and to arrive at a consensus regarding the meaning and implications of that term.

Then an exemplary site director's mini-conference was held to enable them to share current collaborative efforts in which they were involved and to react to the recommendations of both conceptualizer's mini-conferences. The 15 exemplary site directors would later serve as host/hostesses in the spring of 1978 for a site visit from a team of representatives from business/labor/industry/service organizations.

The project would complete Phase I by convening 14 two-day mini-conferences each directed at a particular target audience representing a business/labor/industry/service organization.

Fifteen members of each organization from all over the country were invited to attend a mini-conference. Those persons came to describe their efforts in career education, to share issues, and to make suggestions for strengthening their organizations involvement in career education. When the last of the 14 groups had completed their mini-conference, each person was assigned to take a field trip to one of the exemplary sites to learn more about collaborative efforts there and to strengthen their own organization's involvement at that local site. Phase II began with the site visits, and the notes from the site visits are summarized in Volume II.

Those organizations participating in the mini-conferences are listed in the following table:

TABLE I

MINI-CONFERENCES

| Organizations | Date |
|---|---|
| Boy Scouts of America/Girl Scouts of the USA | January 9-10, 1978 |
| Labor Unions | February 6-7 |
| National Alliance of Business | February 8-9 |
| Junior Achievement | February 13-14 |
| American Legion/American Legion Auxiliary | February 15-16 |
| 4-H | March 6-7 |
| CETA 1 - USDOL-Youth Programs | March 13-14 |
| CETA 2 - USDOL-Youth Programs | March 15-16 |
| Business and Professional Women's Clubs, Inc. | April 6-7 |
| National Urban Coalition | April 11-12 |
| Rotary International | April 13-14 |
| Women's American ORT | April 17-18 |
| Chamber of Commerce | April 19-20 |
| Future Farmers of America | May 3-4 |

In the spring of 1978, visits began to the 15 exemplary sites. One person from each organization would visit an exemplary site for two days. Collaborative efforts were increased between the various mini-conference organizations at the site visits because one person from each organization could interact and clarify collaborative efforts not only at the site but among organizations as well.

Another aspect of the site visit which strengthened collaboration was the local counterpart. This was one person at each site representing each of the organizations involved in the site visit. They met with the visiting team members of their own organization to share ways of strengthening collaboration at that particular site so that the local system would have persons in that community tuned into what collaboration was all about after the visiting team left.

The exemplary site directors shared information on their collaborative efforts in career education with everyone on the first morning of the mini-conference. The afternoon of the first day was given to the visiting team members and their local counterparts to share ideas, to find out the other person's involvement in career education, and to make suggestions for further collaboration at that site.

The second day of the site visit was time for feedback to the exemplary site directors by the visiting team as to strengthening collaborative efforts in the community and to ascertain what part the various organizations could possibly play in strenghtening these efforts. The places of the site visits and the dates follow:

### TABLE II

### CAREER EDUCATION SITE VISITS

| Locations | Date |
|---|---|
| Chicago Heights, Illinois | May 8-9, 1978 |
| Livonia, Michigan | May 11-12 |
| Mesa, Arizona | May 15-16 |
| Denver, Colorado | May 18-19 |
| New York City, New York | May 25-26 |
| Akron, Ohio | May 30-31 |
| Louisville, Kentucky | June 1-2 |
| Miami, Florida (Dade County) | June 5-6 |
| St. Petersburg, Florida (Pinellas County) | June 8-9 |
| Worcester, Massachusetts | June 22-23 |
| Upper Arlington, Ohio | June 29-30 |
| Portland, Oregon | July 10-11 |
| Salt Lake City, Utah | July 13-14 |
| Alma, Michigan | July 17-18 |
| Philadelphia, Pennsylvania | July 27-28 |

For a final summary on "Collaborative Efforts in Career Education," a super mini-conference was held in Washington, D.C., August 8, 9, and 10. All of the exemplary site directors or their assistants met with a group of persons, one representing each of the participating organizations, to discuss what the project meant to them, to share new insights and ideas, and to make recommendations for themselves, their organizations, and the Office of Career Education.

Brady J. Fletcher, Ed.D.
Project Director

# MINI·CONFERENCE
## 1

1

NOVEMBER 28·29 1977

# CONCEPTUALIZERS 1

## Participants

Hank Weiss
Industry-Education Council of California
Burlingame, California

Edwin Herr
Pennsylvania State University
University Park, Pennsylvania

Ellen Boyers
National Alliance of Business
Washington, D.C.

Howard Marshall
McCormick Spice Company
Baltimore, Maryland

Jeffrey Kleinberg
LaGuardia Community College
Long Island City, New York

Walter Davis (not present)
AFL - CIO
Washington, D.C.

Stephen Marcus (Observer)
Cultural Education Collaborative
Boston, Massachusetts

Andrew E. Jacobs
Institute for Public Affairs Research
Portland, Oregon

Robert Taylor
Ohio State University
Columbus, Ohio

Sidney P. Marland, Jr.
College Entrance Examination Board
New York, New York

Frances Low
Project Open Doors
New York, New York

Linda Pfister
The College Board
New York, New York

Anita Barber (not present)
Alabama Department of Education
Montgomery, Alabama

Anne Court (Observer)
U.S. Department of Labor
Washington, D.C.

* * * * * * * * * * *

## *Issues Raised by Participants*

1. How to coordinate the wide variety of community resources (e.g., public schools, community colleges, Explorers, Rotary, etc.) that should be involved in collaboration.

2. How not to "oversell" or "burn out" community resources.

3. Is "partnership" a better term than "collaboration," i.e., "collaboration," to some, carries implication of "collusion?"

4. How to help educators say specifically what they want from B/L/I community.

5. How to translate national corporate policy statements into local action efforts.

6. The need for school (as well as industry) policy statements on collaboration.

7. Need to specify what the B/L/I community can do in the classroom.

8. How to establish and use a central source for collaboration for educators to call.

9. Need for career education specialists to make collaboration "happen."

10. How do we create a climate for collaboration?

11. How can B/L/I be shown what education has already done in collaboration?

12. How can a permanent mechanism for collaboration be established?

13. What is the role and prospects for simulation in collaboration?

14. How can a system for collaboration be established?

15. How can organized labor be more effectively involved in collaboration?

16. How can the image of participants from B/L/I be protected when collaboration is implemented?

17. How can we avoid creating a career education "empire," i.e., a separate program?

18. How to answer the "What's in it for me?" question for all involved in collaboration.

19. How to "share and steal" ideas for collaboration.

20. How to involve youth themselves more directly in collaboration.

21. The variety of people in career education makes for different "dialects," if not for different "languages;" how can all involved communicate with each other?

22. How to effectively involve small business in collaboration.

23. How much can you ask of the B/L/I community in collaboration?

24. How to be realistic with youth in a collaborative effort.

25. To whom does career education belong?

26. What is the relationship of career education to economic education, to vocational education, etc.?

27. How can more federal support for career education be generated while still keeping its definition loose and flexible?

28. What is collaboration supposed to accomplish?

29. What are the implications of collaboration for the structural reform of education?

## *Descriptions of Programs Represented by Participants*

INSTITUTE FOR PUBLIC AFFAIRS RESEARCH, INC. - Basic purpose is to make the community a classroom. 169 businesses comprise most of the funding and have banded together with education and organized labor. IPAR's Board of Directors is representative of the community - not part of the school system.

OPEN DOORS - A school/industry service sponsored primarily by the Economic Development Council that provides (a) guides listing available speakers, (b) help to teachers in developing curriculum about various parts of the economy, (c) "who's doing what" newsletters, (d) teacher workshops to help teachers learn about industry, and (e) direct speaker service for schools.

CULTURAL COLLABORATION OF BOSTON - A nonprofit "middleman" organization that gets schools together with community resources. Tries to get each to understand and to empathize with all others.

NATIONAL ALLIANCE OF BUSINESSMEN - 130 local offices focusing on (a) Youth Motivation Task Force (speakers bureau), (b) youth employment (especially for disadvantaged), (c) College/Industry Relations Program (attempting to help grads of "nonmainstreamed" colleges compete in labor market), and (d) an in-service program for teachers and counselors (career guidance institutes).

CAREER SKILLS ASSESSMENT PROGRAM, CEEB - A series of measures related to OE "learner outcomes" for career education (to be launched nationally next year).

LAGUARDIA COMMUNITY COLLEGE - 300 employers provide cooperative education internships to both career and liberal arts majors. LaGuardia students must complete three three-month work experiences related to their major in order to graduate. Employers provide feedback to the college on its curriculum.

## *A Definition of Collaboration*

Edwin Herr: "Collaboration is shared commitment to and responsibility for career education outcomes which involves both clear psychological and tangible investments among participants."

## *Discussion of Issues*

### *Issue: What is collaboration supposed to accomplish?*

Bob: It's outcomes, rather than process, that are involved here. What would kids who have experienced "collaboration" be able to do that kids who haven't been through it be unable to do?

Steve: We need to talk about who the "learners" are - involves more than kids - must include educators and B/L/I personnel as well.

Bob: O.K., but don't neglect what's different about students.

Hank: You can't ignore process - it's just as important as product - in many ways, the process IS the product!

Bob: "Process," to be sure, has great side effects. BUT, if you can specify student learner outcomes, you may be able to stimulate collaboration.

Hank: You can't skip from a goal all the way to "student outcomes" while ignoring all of those outcomes in between involving institutional change.

Howard: Even though people are exposed to the same basic program, some achieve at a higher level than others. THEREFORE, "student outcomes" can be expected to differ from student to student, thus making a discussion of them at least a bit risky.

*Note: The participants were asked to vote whether the following statements were something that could be attained "better" through collaboration OR "only" through collaboration. The votes appear underneath each statement. Possible "learner (student) outcomes" of collaboration are the following:*

Able to understand the interdependence of occupations
(6 "better"/1 "only")

Better attitudes toward work
(8 "better"/3 "only")

More diversified exploration opportunities
(8 "better"/0 "only")

Better appreciation of relationships between work and life-styles
(8 "better"/1 "only")

Better communications skills in terms of relationships with actual workers
(3 "better"/7 "only")

Better motivation to learn
(8 "better"/0 "only")

A more realistic understanding of how a business organization operates
(5 "better"/4 "only")

A better understanding of the free enterprise system
(9 "better"/0 "only")

Opportunity for personal assessment related to community needs for workers
(5 "better"/4 "only")

Better understanding of their competitive position in the labor market - stimulus for getting ready to compete
(6 "better"/3 "only")

A better understanding of the variety of career paths followed by people during their lifetimes
(6 "better"/3 "only")

To provide role models for career decision making
(6 "better"/1 "only")

Reducing a sense of alienation among youth towards B/L/I
(no vote taken)

Generalizations that seemed to have consensus among participants:

The "education types" tended to vote for "better" while the "B/L/I types" tended to vote for "only."

There are some student outcomes that can be identified for collaboration.

Other remarks on student outcomes for collaboration:

Bob: There are two student outcome generalizations: (1) realism and (2) simulation.

Jeff: For some students, the "real world" environment is better for learning than the "schoolhouse" environment. This is part of the rationale for collaboration.

Possible "process outcomes" for collaboration:

-- Shared responsibility between the community and education;

-- Reducing a sense of alienation among educators with reference to B/L/I;

-- Better understanding of education by the B/L/I community;

-- Better prepared employees for industry; and

-- Getting schools more aware of community concerns.

Hank: We can "sell" collaboration to B/L/I with these "pitches":

- It can gain a better understanding in education of the social need for industry.
- The schools are where your future employees are now. If you engage in collaboration, you can help produce better future employees.
- Consumers (including educators and students) need to know the function of your industry (public relations).
- You are paying a lot of tax dollars for public education and should participate in developing programs aimed at a more effective and efficient delivery system for education.
- It's a tax writeoff. NOTE: Not being used now, but it's coming.

Andy: IPAR "sells" collaboration to B/L/I on grounds such as:

- Big Government is encroaching too much on industry. This socialistic tendency is subscribed to by many educators. Collaboration is a way industry can tell its side of the story.
- There is a need for educators and students to understand that the profit margin in industry is very small.
- There is a need for educators and students to understand the contributions various industries make to the community.
- Youth are going to become voters, employees, stockholders, etc., so it's good business to pay attention to them and their needs.

Howard: The three big things are:

- Improving the image of B/L/I,
- Possibility of getting better future employees,
- Helping educators and students better understand the economic system.

Frances: Many industries now have a "volunteerism division" aimed at enriching life-styles of employees; this is one way of selling collaboration involvement.

Andy: It's hard for a single business to break into the education system effectively; a collaborative career education effort is a good way to get in.

**Bob:** The two big things are:

- The profit motive,
- The opportunity to influence each other (i.e., education and B/L/I).

**Hank:** Collaboration results in new learning resources being made available to both students and to teachers.

Statements generated by participants during the discussion:

**Howard:** The people who are being paid to do collaboration (educators) must be thought of separately from those who volunteer to participate in it (the B/L/I community).

**Andy:** Student benefits alone can't justify the businessman leaving his job to work with schools; he MUST show how his business will benefit.

**Frances:** Those business executives who agree to collaboration have a different set of motives from those of their reps who actually interact with students in an educational setting.

How can "collaboration" help create change within the B/L/I community?

-- Educators can assist industry in their career planning program efforts.

-- Educators can assist industry in developing internal career paths for employees.

-- Educators can assist industry in recruiting youth so industry can meet its EEO and affirmative action needs.

-- Educators can assist industry in sharing new educational technology.

-- Educators can assist industry by providing lifelong education opportunities for adults as part of the education system.

**Question:** Is this part of career education?
**Consensus:** 7 "yes"/3 "no"

**Howard:** WARNING - Practically speaking, B/L/I isn't going to look to K-12 educators for much "expert consulting"; they will look to community college and 4-year college personnel, however.

*Issue: How can a permanent mechanism for collaboration be established?*

**Ed:** We have all sorts of little projects that bring in money for education, BUT it doesn't affect the permanent institutional structure. When the money goes away, the educational institution goes back to "the way it was."

Andy: Somebody should establish an independent group to push toward institutionalizing collaboration in the education system and in the community - like IPAR.

Frances: The fact that an IPAR like-thing isn't nationwide yet doesn't mean it shouldn't be. You've got to create a new breed of persons - a hybrid of educator/businessperson.

Bob: How would you go about training this "new breed?"

Hank: You go from "nothing" to "something" on a basis of two vehicles: (1) a problem leading to (2) a program.

Frances: The "problem" of youth being exposed to the occupational society is permanent - will always remain to be "solved." In this sense, it isn't a matter of moving from one "problem" to another.

Howard: The answer to this question includes the following:

- A mechanism for bringing education and the community together. NOTE: A committee of key business leaders and key educational leaders is an essential beginning.
- The curriculum determines what goes on in the school system; you have to influence curriculum to make permanent change. The teacher is the key.

Steve: If there isn't an independent third party agency, you don't get education and the broader community together. There are many community-based organizations in existence now who could, and would, be willing to play this role.

Howard: The initial leadership group should start from an existing business group like, say, a local Chamber of Commerce.

Ann: The full-time staff person is key to making it go; she/he is a "broker" to put people together.

Hank: The "broker" has to have influence and respect. While they are leaders, the day-to-day work is done by third and fourth echelon people in the B/L/I organization.

Jeff: There's a technology for collaboration that hasn't yet been worked out.

*Issue: How does a "broker" work with the education system?*

Andy - IPAR:

- If we stayed as a "broker," we would lose; that's the way we started (with 180 businesses organized around the 15 OE clusters).

- We found we had to go on a school-by-school basis. Our big selling point was being able to support successes other teachers had in using IPAR resources.
- IPAR's initial thrust was on topics of major social interest (e.g., energy, environment, economics, etc.) - surveyed to see what competencies teachers needed in each topic, then found community resources who could and would provide those competencies to teachers and, finally, got the two together for training sessions.
- We've found K-6 teachers interested in getting kids out into the community. The community resists. We then had to identify competencies needed by elementary school kids and are now trying to work with the community in providing these competencies.

Ed: What kinds of administrative commitments have been made?

Answer - We have key educators on the IPAR Board. We get some money from the school board each year of a token nature ($2,000-$5,000 out of a $110,000 budget).

Bob: Are you trying to establish linkages so you will eventually work yourself out of business?

Answer - No--we see ourselves as filling a continuing clearinghouse function.

Sid: There is an essential "interlocutor" role to be played in career education that will be of a continuing nature.

Frances: The "broker" skill is a different one from either "educator" skills or "B/L/I" skills.

Bob: BUT there should be a principle that says schools should become less dependent on outside expertise as they develop their own.

Howard: We DO need a clearinghouse for B/L/I so we don't burnout or underutilize existing resources.

Andy: The reason the term "broker" lacks something is that IPAR, in addition to serving this function, is also deeply involved in finding (a) new and innovative ways of using the B/L/I community and in (b) finding new B/L/I resources while continuing to serve the strict "broker" functions on an ongoing basis.

Frances - OPEN DOORS:

- Operates at two levels. Constantly encourages schools (especially elementary schools) to develop their own community resources. NOTE: Frances has a booklet entitled "101 WAYS TO USE COMMUNITY RESOURCES WITHOUT TAKING A CLASS TRIP," including using three retirees under a grant from the McConnell Foundation.

- Many things to do in addition to the speaker service, including, for example, providing assistance to teachers in curriculum development.

Sid: Can you depend on this happening or "good fortune" alone?

Hank - CALIFORNIA INDUSTRY-EDUCATION COUNCIL:

- It's fearsome to "institutionalize" things in that it so often results in a new "program" dedicated to self-preservation. We need to create a new concept of "institutionalization" that is fluid, noninstitutionalized, nonpermanent, and whose ownership eventually becomes the property of the community.
- The "institution" we're talking about is fluid; it can move from problem to problem and from community to community.
- The term "broker" means pulling the best from all community segments; it does NOT mean "broker" in a "stockbroker" sense. The job is to find the best elements in the community and then draw them together.
- If you start with problems and options, the structure and process grow out of it.

Example -

A given community is faced with the problem of migrant youth. Within the educational system, this "problem" hasn't been solved through Title I, vocational education, "migrant education," or any other single effort. CIEC sought to get major business executives and education executives concerned about the "problem" and committed to working on it. In Ceres, California, they formed a team of career education persons, Title I persons that represented the total educational resources that could be brought to bear on the problem. Only then did CIEC ask the question of how B/L/I could get involved. The B/L/I leaders then committed their companies to the effort.

At that point, the foreman on the line said "don't give me these kids; I've got a production schedule to meet." THEN CIEC goes back to the top business executive and gets him to change the foreman's production requirements so that the foreman will get credit for working with these kids. THEN it works.

Once it is done, CIEC can leave Ceres, California, and move on to another town. The structure is set in Ceres for this combined, collaborative effort to then attack any other "problems" for which it is appropriate to act.

- There are a variety of agencies at the state level that impinge on the "River City"; you need to build a fluid team of state people also.

Bob: CIEC is problem focused, NOT institution focused.

**Howard:** Baltimore has done essentially the same thing. They formed an ad hoc council to resolve problems between education and B/L/I. Decided (a) B/L/I should be involved in helping educators - not just in criticizing them and (b) one way of helping would be through the "adopt a school" approach - 19 did it.

**Ed:** How did CIEC get started?

**Answer - Hank:** It has to be a total community effort.

**Hank:** Of all the vehicles that could be used to get a school/community collaborative established and operating, career education has more potential than any other in existence. This, of course, is not to say it is the only way to do it.

**Ann:** The creativity of collaboration doesn't take too much money; too much federal money, in fact, would stifle creativity.

**Jeff:** Should not educators point out problems in the business sector as well as encouraging B/L/I to point out problems in the education sector?

**Steve - CULTURAL COLLABORATIVE OF BOSTON:**

- We tried to help school community to use the cultural community and vice versa; a "middleman" IS needed.
- From a school point of view, there's a lack of information about the wide variety of resources that could be made available through cultural agencies.
- From the cultural institution view, the school system is a bureaucracy. It's too hard for cultural institutions to break through one by one; by joining together, they can do it.

*Note: The participants were asked to vote on the following statements -- "Agree" or "Disagree". The votes appear underneath each statement. The general concepts of the "broker" in career education collaboration are the following:*

One of the ultimate goals should be to increase the ability of the education system and the B/L/I community to utilize each other.
(6 "agree"/0 "disagree")

The broker provides a stimulus that will be needed on a continuing basis and is essential if collaboration is to become a permanent thing.
(10 "agree"/0 "disagree")

The broker's main functions are to:

- Serve an operational clearinghouse function;
- Be a creative, innovative, discoverer of new resources and ideas;

- Serve as a catalyst to change beyond resources available only at the local level;
- Provide balanced information about the community;
- Engage in in-service education for both educators and B/L/I persons;
- Facilitate trust among all of these community partners; and
- Help identify problem areas to be addressed by collaboration.

(no vote taken)

The broker is to coordinate and bring together (a) school resources; (b) community resources; and, MOST IMPORTANT, a way of coordinating these two "coordinated" elements.

(no vote taken)

The broker is more properly thought of in terms of process than in terms of program.

(8 "agree"/1 "disagree")

One of the ultimate goals should be to increase the ability of the education system and the B/L/I community to utilize each other.

(no vote taken)

Possible alternative terms for the word "broker" (which most seemed not to like):

- Catalyst
- Facilitator
- Linkage agency
- Community partnership for career education
- Linker
- Resource coordinator
- "Hotline"

## *Issue: Where is career education likely to be five years from now?*

Bob: Under the two legislative acts (vocational education and career education), how are we to work: for example, vocational education calls for "vocational guidance" and career education calls for the counselor's role in "career education?"

NOTE: Discussion bogged down at this point to a discussion of YEDPA legislation.

## *Issue: Career Education and Economic Education*

Linda: Economic education is an essential part of career education. Economic education is a way of pulling together the other kinds of career education skills (e.g., self-understanding, world of work, decision making, job seeking skills, etc.). Personal economics skills show youth how to apply all the other career education skills to a total life-style.

Sid: CIEB started developing career skills by working with five CCSSOs and five state career education coordinators. In the opinion of these consultants, "personal economic understanding" was at the top of their lists of career education skills.

Frances: The new social studies services has a lot of emphasis on personal economic competencies.

Andy: Economic understanding is an IPAR priority. We're trying to tie this into competencies of the Portland School District. "Personal Finances," in Oregon, is mandated as part of the curriculum.

Howard: Baltimore has a course in "Survival Skills" that deals, among other things, with economic understanding.

Hank: Economic education is an "elephant burying ground" that has produced lots of materials over a large number of years. It comes in three levels: (1) survival skills, (2) life-style through a career, and (3) implications for youth participation in the larger socioeconomic setting. The industry group (say, bankers) want it done in ways that help the image of the bank and the banker, BUT reality says the message SHOULD have to do with "what's in it for the learner?"

Frances: Social studies teachers who teach economics are pretty sophisticated. They can handle and use materials given them by big business expressing the big business point of view. In OPEN DOORS, we're now collecting everything we can on "survival skills."

The Joint Council of Economic Education (JCEE) is a political force that has passed legislation, in several states, on economic education.

Hank: JCEE has eight thrusts of which career education is #7.

Howard: The McCormick plan is the best in the country, 40 lessons on economic education to replace eighth-grade social studies.

Frances: How can people in career education have access to the materials developed in economic education?

Hank: ERIC can do it. They did it in California (when put together with California material).

Bob: The budget for the ERIC Clearinghouse on career education, vocational education, and adult education is less today than it was in the late 60's for vocational education alone.

Sid: The term "economic education" is confusing. "Personal economics" are, basically, survival skills for youth, BUT this obviously is only a very small part of the subject of "economics." The JCEE has a strong labor voice as well as a strong B/I voice, so their materials carry a balanced point of view.

Economics, as a subject, ought to infuse career education concepts (just as should any other subject). BUT, just because career education exists in no way means there's a reason to eliminate the teaching of economics as a separate subject.

Frances: Commissioner Marland makes "a clear distinction between personal economic competencies on the one hand which belong in CE" and theoretical or macro-economics on the other which do not belong in CE. However, this leaves out for the young person descriptive economics of the local job scene. What are banks, and what role do they play in our lives, stores, factories; what's made in our town; where do we get our soft- and hardware; how do we communicate; how do we get around; how do we settle disputes and take care of human beings; what's the job scene of our local block, our neighborhood, and our city? This information is now a part of personal economic competency, but it's not included elsewhere in curriculum of elementary school. Therefore, it should be an important part of career education.

### *Issue: How to coordinate the wide variety of community resources that should be involved in collaboration*

Sid: The superintendent, today, is more and more a manager of community conflict both inside and outside of formal education. Today's superintendent NEEDS community collaboration to do his job. His biggest challenge is to improve the effectiveness of instruction, and the community is needed if this is to happen.

Ultimately, the schools must be the coordinating force in community collaborative efforts. You can't set up a new agency to receive and distribute education dollars. The school system can take the initiative to establish a "broker" as an independent third party, but this means SHARING AUTHORITY, giving up some of it.

Howard: The school board is willing to allow the community to ADVISE the board, but it CAN'T give up its authority.

Hank: The superintendent is an intermediary between lots of sources of community power - teacher unions, community groups, parents, etc.

The superintendent doesn't HAVE to be the focal point for collaboration, i.e., the focal point, in some communities, may turn out to be the teacher union.

The school would do well to let the IEC be the coordinating group to bring the other community groups into a total community career education collaborative effort.

Andy: You can't say it MUST be started by education. In some communities education is too weak and business will have to be the initiating force.

Howard: Unless the school board and the superintendent say it WILL work, it CAN'T work.

Does IPAR report to the school board? No - only to the IPAR Board. BUT 12 of the 37 IPAR Board members are influential educators.

Frances: The superintendent isn't about to create something that is outside his control. Therefore, the impetus for a community collaborative mechanism must come from the community.

Ellen: The Economic Development Council grew out of crisis intervention; i.e., the schools were about to self destruct.

Frances: The value of the career education program won't save it; only the community constituency can save it. The approach recommended in A PRIMER FOR CAREER EDUCATION to save career education won't work.

Jeff: K-12 collaboration is different from community college collaboration. One aspect of collaboration that should be discussed is that between the K-12 system and postsecondary education.

Frances: Career education needs to be more structured.

Howard: A "gathering room" at night for mini-conference participants would be helpful to those who want to "rap" together after dinner on the first night.

# MINI·CONFERENCE
# 2

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NOV 30 · DEC 1 1977

## CONCEPTUALIZERS 2

### Participants

Bernard Murchland
Ohio Wesleyan University
Delaware, Ohio

Elvis Arterbury
Dallas Public Schools
Dallas, Texas

Willard Cheek
General Motors Corporation
Detroit, Michigan

George Lulos
Glassboro State College
Glassboro, New Jersey

Mary Conway Kohler
National Commission on Resources for Youth
New York, New York

Richard Arnold
American Telephone and Telegraph Company
New York, New York

Grant Venn
Georgia State University
Atlanta, Georgia

Paul Barton
National Manpower Institute
Washington, DC

Jeanne Werschke
Colorado Department of Education
Denver, Colorado

Bruce Kingery
United Auto Workers
Detroit, Michigan

Donald Clark
National Association for Industry-Education Cooperation
Buffalo, New York

Sharlene Hirsch
Executive High School Internships of America
San Francisco, California

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### *Issues Raised by Participants*

1. How can both business and organized labor agree on a way of justifying real work by youth in career education when no pay is involved?

2. How to think of the end product as concentrating on youth development rather than simply youth jobs, i.e., "life-style" instead of "paid employment."

3. How can youth be given meaningful work experiences, i.e., experiences that have some responsibility associated with them?

4. What are the implications of dependence on a health business economy as a necessary condition to assure industry's continuing participation in career education collaborative efforts?

5. What's the difference between "collaboration" and "cooperation?"

6. How will education sustain collaboration after initial industry participation, i.e., won't schools eventually have to assume ongoing responsibility?

7. How can industry be convinced to engage in collaborative efforts in the face of a shrinking new youth labor market?

8. How does collaboration work in community colleges versus K-12 school districts?

9. How can collaboration help meet the need for training of paraprofessionals?

10. How can the community become involved in guidance and counseling as part of a community collaborative career education effort?

11. Does collaboration extend bayond youth to the concept of lifelong learning?

12. What does the B/L/I community see as relationships between liberal arts education and career education?

13. What do we mean by "work? by career?"

14. What will be the nature of work in the currently emerging society?

15. Are there really two worlds - "world of work" and "world of education?" Does any person belong to only one of these "worlds?" How can the artificial walls between these two "worlds" be broken down?

16. How can B/L/I become true partners in collaboration on a continuing basis?

17. How can we move from a horizontal level to a joint decision making effort in implementing collaboration at the local level?

18. What specific action steps are involved in implementing collaboration?

19. How can all educators be sensitized to the fact that the need for community collaborative career education efforts will be a continuing, rather than a short term one? - i.e., youth employment problems will be here for a long time.

20. How can one demonstrate the need for collaboration, while admitting that this effort cannot create youth jobs?

21. Should career education collaboration always start with youth concerns?

22. How do we organize for collaboration? How do we involve the power structure at the local level? Who's involved? How big a geographic area can be covered?

23. Should B/L/I be supporting collaboration financially?

24. Does community collaboration work best if pictured to the B/L/I community as extending beyond career education?

25. What are the priorities for implementing collaboration at the local level (e.g., should staff development get top priority)?

26. How can we get a policy statement on collaboration stated in three phases: a) to determine the state of the art, b) to conceptualize the model, and c) to articulate ways in which models can be implemented?

27. How can we get a sustaining collaborative effort at the national, state, and local levels?

28. How can we get an internal continuing commitment of industry to career education with hard money behind it?

29. Is it possible to develop a transportable (adaptable) model for career education collaboration or must each community "discover the wheel" for itself?

30. Why is collaboration needed?

31. How do we establish an atmosphere of trust and respect across various segments of the community who must be involved in career education collaboration?

32. How can the collaboration "marriage" continue after the "honeymoon" is over?

33. How can real community representation and participation be assured in career education collaboration efforts?

34. How can bias and prejudice against minorities and women be overcome through a community collaborative career education effort, including bias against youth?

## Descriptions of Programs Represented by Participants

EXECUTIVE HIGH SCHOOL INTERNSHIPS OF AMERICA, INC. - In 30 cities in 18 states and involves senior high school youth who take a semester off to work with middle management personnel on a one-to-one basis in which they experience what executives go through. It is unpaid, but carries a full semester credit.

NATIONAL COMMISSION ON RESOURCES FOR YOUTH - Founded in 1967 by leaders such as John Gardner, Ralph Tyler, and Frank Keppel; all were concerned with youth unemployment. They decided that youth participation in society comes too late. Thus, youth participation programs became the goal. (Example: youth tutoring youth, youth helping other youth in day care centers) they haven't called it "career ed" because they want to stay away from any curriculum implications. There are now over 1,000 "Youth Participation Programs" (YPP). YPP means a youth carrying responsibility for decision making and helping others coupled with a learning environment to help such youths see what they have learned. By youth participation, our commission is talking in terms of the following definition. Youth participation is defined as involving youth in responsible, challenging action that meets genuine needs, with opportunity for planning and/or decision making affecting others in an activity whose impact or consequences extends to others, i.e., outside or beyond the youth participants themselves. Other desirable features are provision for critical reflection on the participatory activity and the opportunity for a group effort toward a common goal. The young people work in hospitals, mental institutions, in industry, and in schools where they serve as counselors and tutors to their peers.

AMERICA TELEPHONE & TELEGRAPH COMPANY - About 300 reps calling on schools now who get about 10,000 AT&T employees involved each year with schools. Its objectives are a) to help youth, and b) to help AT&T. Total education efforts amounts to roughly $7 million per year. (NOTE: It's crucial to say and to show this effort benefits AT&T, as well as youth, because of implications for utility rate regulation.)

UNITED AUTO WORKERS - Has about 35 education specialists nationwide involved in a wide variety of education efforts, including career education.

NATIONAL ASSOCIATION FOR INDUSTRY-EDUCATION COOPERATION - Designed to bring the marketplace and education together. It aims at local level efforts. There is a network of about 90 chapters coast to coast.

GENERAL MOTORS CORPORATION - Has a corporate career education policy being implemented on 121 GM plant cities across the nation. In addition, the GM Education Foundation plans to support longer term career education efforts and other efforts to aid American education.

## *Discussion of Issues*

### *Issue: How to give youth meaningful experience (i.e., experience that carried some responsibility with it)*

Sharlene: We've defined "meaningful experience" to mean our youth get involved where executive decisions are made, not just in filing and typing.

Willard: We can't bring a youth in the plant and make them responsible for the product being produced in that plant.

Dick: We can't let a youth install a phone, no matter how meaningful that might be. We'd like youth to experience what it's like in the whole job without actually doing the whole job, and THAT'S a real problem.

George: "Meaningful" doesn't equate with such things as "decision making," "hands on," etc. - "meaningful" is individualistically defined in terms of what the individual feels she/he gained from the experience.

Dick: The question is, "when the kid finishes this experience, does she/he really know what this job is?"

Bernie: The answer to that question is "NO," but we shouldn't be afraid of that answer. Youth aren't ready for the total experience.

Sharlene: What kids want is to be treated as adults - and they are adults. What they want is to be involved with their sponsor.

Bernie: No, kids aren't adults!

Mary: There's no reason for work experience if we don't put youth in a role where, in fact, they do have some responsibility.

George: Many meaningful experiences won't involve any responsibility.

Elvis: Whether something is "meaningful" to youth is defined in terms of the extent to which the experience was viewed as important by the youth.

Dick: I'm afraid we're going to mislead youth by giving them short experiences where, at the end, they really don't know what the occupation is like.

Don: "Meaningful work" (in the sense of developing employability skills) can occur even though occupational decision making isn't emphasized.

Bernie: Any kind of work is "meaningful" to youth if it gives him/her new knowledge.

Dick: If this is true, business needs to be straightened out that what is to be regarded as "meaningful" extends way beyond whether the youth understands what it would be like if he/she worked in that occupation. THIS IS THE IMPRESSION MANY BUSINESS PERSONS HAVE AT PRESENT!

Willard: At one time, we decided to give a group of low achieving (C & D) disadvantaged high school students a realistic picture of jobs they would be likely to get. The schools resisted on grounds that full freedom of choice should be made known to these kids as well as all others. Thus, we changed and showed these youth jobs that require a college degree. Then AUW showed them routine jobs on the assembly line. The youth came back resentful feeling they were being unfairly treated and that people were trying to make them think they will have to be assembly workers - IT WAS OVERPROMISE AND UNDERDELIVERY - a very sad thing.

Bruce: The K-12 school system doesn't do a very good job in getting youth for and favorably inclined toward factory work. Youth today need and want more than "survival" jobs. We must recognize that many jobs are still in factories. When educators dwell too much on "leisure time skills," they're getting the "cart before the horse"; i.e., we must talk to youth about how they really will be able to earn a living. Many of the tools and equipment they find in high school are antiquated to what is being used in modern industry.

It took organized labor a long time to pass child labor laws and laws that establish and protect a minimum wage. We don't want youth to revert to past times when they took jobs at less money and, in the process, took jobs away from adults.

When you put a youth on a job where he simply tightens one bolt time after time, it's hard to make it either interesting or satisfying. Maybe we could meet some needs of youth going into these kinds of jobs if we spent a little bit of time helping them learn such simple things as (a) how to use a time clock, (b) what's a break and what rules exist for it?, and (c) to what extent do you have to mind the "boss,", etc.?

Industry simply cannot, in its present state, employ all youth who are looking for jobs. Public service jobs are very badly needed. These MUST be real jobs and there's no reason why such real jobs can't be created in public service work. The government, through the pending Humphrey-Hawkins Bill, could make more government jobs possible.

Willard: "Youth enrichment experience" (paid or unpaid) is generally regarded as O.K. provided (a) it doesn't displace a currently employed worker or (b) it doesn't keep a currently unemployed worker from returning to work. If you break either of these rules, you're in trouble.

Mary: Most youth get their work experience in service work, NOT in big industry. In addition, most gain academic credit for this work experience, but are not paid wages. The kinds of work these youth do are NOT "jobs taken away from regular employees" because, if these youth didn't do them, they simply would not get done, i.e., the agency would never create paid jobs to do this work (they couldn't afford to).

Bruce: Organized labor, in general, won't object to this reasoning.

*Issue: How do we get organized? i.e., How to get the power structure involved at the local level. Who's involved? How big a geographic area can be covered?*

Don: We have enough examples now to show what works and what doesn't. One of the keys is to get to top leaders and talk to them about needed changes in education. NOTE: not just in career education.

Paul: I agree it ought to be "total" in the sense of the goal of education as preparation for work. In this sense, it can include both vocational education and career education as well as, for example, the new YEDPA effort, BUT I would not want to approach them about ALL the goals of American education.

Dick: If we approach business leaders for a collaborative efforts in "career education," "school bond issues," "athletics," etc., we're in trouble. We need one collaborative effort that covers ALL relationships between education and the B/L/I community.

George: Doesn't this depend on what the B/L/I community is being asked to do? If you need action, then you've got to make requests specific.

Don: The B/L/I community wants education to articulate clearly what the priorities are for their involvement.

George: You can't ignore the programmatic differences inherent in different priorities.

Paul: If we're going to press for true collaboration, then the B/L/I community must be involved in setting the priorities, not in simply responding to priorities set by education.

Elvis: Yes, that's the bottom line of collaboration. AFTER goals have been set, then, to be sure, education must break goals down into scope and sequence specifying the exact kinds of help needed from B/L/I; but B/L/I can't be ignored in establishing priorities.

Jeanne: Agree - B/L/I must be involved in setting priorities.

The following statements are general concensus:

B/L/I must be involved in initially setting priorities for collaboration.

Education must be responsible for scope and sequencing that will include specific ways in which B/L/I help is needed.

Sharlene: Aren't there instances where initial movement can and should come from B/L/I rather than from education.

Jeanne: If only educators define need, we don't have "collaboration."

Dick: Yes, B/L/I participate in initial determination of priorities.

Don: There's enough expertise among career education people so that today you no longer have to start by getting B/L/I personnel involved in establishing priorities, i.e., B/L/I have made their priorities clear for years - what they need is for education to now say, specifically, how they want B/L/I to help education meet these priorities.

Mary: NAIEC examples have some obvious value, BUT when you come in with a preset plan, you turn the minority community off. They want to be involved in setting up the plan.

Paul: The principle is one of "we're got problems right here in River City"; it can be initially enunciated by ANY power source in the community, either from education OR from the B/L/I community.

Sharlene: After some person in "River City" has identified the problem, then the next steps are (a) decide what each partner can contribute,

(b) make the "deals" necessary for working together, and (c) make the plan. Many community groups will then look to the schools to carry out the plan, but I'm not sure they should.

Elvis: Just because the superintendent commits the education system to a plan in no way means it will be carried out. It's the teaching faculty who must be committed, and no external force can give them a commitment. They have to get it.

Willard: Unless the SEA mandates something like career education for LEA's, the idea dies. The "thought leaders" in any community are well known, i.e., the mayor has a "list" and so does the Chamber of Commerce, the school superintendent, etc. A community needs to start with a lunch called by a real community leader who invites people from these "lists" to lunch and then asks:

- What is it that youth need to know?
- What resources are in this community that can be used to help provide youth with these competencies they need to acquire?
- What is the best mechanism to ensure continuity of effective delivery, i.e., what kind of clearinghouse can be established?

It may take up to two years to get this initial step completed, but it can be done. When it is done, the education system inevitably gets some respect from the community.

Somebody in the state department of education MUST take a leadership role in getting it started in various communities. Eventually, the local "quarterback" must be an educator, i.e., the education system MUST be behind career education or the rest of the community's concern about career education doesn't matter.

Sharlene: If you have an outstanding chief state school officer, Williard is right; but in some states, you don't have this situation.

George: We argue about whether someone should lead initially or whether widespread infusion is the goal. Who should take the "next step" in a collaborative effort will, in fact, depend on where we are in implementing career education. Sometimes it will be an educator and sometimes it won't. As an analogy, a group of mountain climbers use a common rope, and which one leads depends on where they all are in their common goal of getting to the summit.

Dick: There still has to be a "nudger" somewhere in the background.

Question: What validity is there to the notion that you need a "middleman" who is neither an educator nor a "B/L/I type" to function as the "nudger."

Willard: NO, the "middleman" idea isn't good. The "nudger" can be any individual who can gain community respect as a leader.

**Paul:** There can be no general rule. We know collaboration sometimes comes directly from one of the key parties. In other cases, a neutral or outsider can be very helpful in moving things along. We have seen many cases where this is true.

**Dick:** NO, the "middleman" notion is a "cop-out" for everyone to avoid taking responsibility.

**Sharlene:** We need to look at the community as the "staff" and as the "students," too, in a true career education collaborative effort.

*Note: The participants were asked to vote on the following statements. The "consensus/"no consensus" appears below each statement. The general principles are as follows:*

The initiative can come from any community leader;
("consensus")

Both what needs to be done and what community resources can help must be identified;
("consensus")

The education system must:

- Say exactly what they want B/L/I to do at a given point in time;
  ("consensus")
- Assume a continuing leadership role.
  ("no consensus")

We try first to use education to assume a leadership role and go elsewhere only if this doesn't work.
("consensus")

*Issue: How can we get a sustaining collaborative effort at the national, state, and local levels?*

**Paul:** Of the 20 NMI education/work councils now operating, 10 are chaired by businessmen, 6 by educators (mostly college presidents), 1 by an organized labor person, 1 by a mayor, and 1 jointly by a businessperson and an employment service director BUT most of the executive directors of a council probably have an educational background.

**Dick:** If the executive director of a council is a "neutral," i.e., employed by neither B/L/I nor education, how do we get continuing change in education?

**Question:** What's the difference between an "executive director of a council" and a "broker?"

**Paul:** The executive director works for the council; the neutral broker we were talking about earlier helps to get the council together.

Willard: Without an executive director, the community career education council will die. The council isn't "owned" by any one group.

Dick: If the effort is to be sustaining, it's got to be institutionalized. If it isn't, it will die. It must be institutionalized within the school setting if it is to be a permanent thing.

Willard: I tend to agree, BUT, while in Michigan the funds come from a variety of sources, we still house it in a university.

Grant: If you don't build it into the budget of some institution as a hard line, continuing item, it won't last.

George: There's no necessary reason why it must be institutionalized within the school system as opposed to some other segment of the community.

Willard: When it comes down to really establishing an executive director, we must think of paying a top person a top salary in some place that has fringe benefits (retirement, health, etc.) built in. This is another reason for institutionalizing the position in some established segment of the community.

Grant: If you can get part of the executive director's salary in the budget on a permanent line item basis, it will go on.

Dick: The business community feels there must be time limits put on involvement. We can and will commit for one year, but if you ask for a 10-year commitment, business will run.

Question: How can it be called "collaboration" if education is expected eventually to assume total funding?

Willard: We may need to go to the "community chest" idea of a variety of community groups expected to contribute annually to the B/L/I - education career education effort.

George: If you house it in a university, in the long run it will be reverting to just another advisory board and we will have missed the collaborative delivery system.

Willard: So long as up to 50 percent, say, of the money comes from the B/L/I community, you will have collaboration.

George: "Money" doesn't spell "collaboration," "action" does. That is, you must have ongoing responsibilities and actions, as well as money, if the effort is to justifiably be described as "collaboration."

Elvis: At the local operational level, the teacher needs to know what the objectives of the effort are before he/she can effectively participate.

**Dick:** The reality of the business world is not typified by business reps at this mini-conference. I think most business people perceive leadership and drive for cooperation as the educator's responsibility. If educators don't take this position, business people will seriously question whether working with them will be productive. Business reaction will be: If they don't care, why should I? or If they don't care, replace them.

**Grant:** You must ask "who has the kids?" The law says "the schools." We shouldn't seek to establish a new kind of institution that will, in effect, compete with the schools for community funds.

**Mary:** Why would a school system resist the notion of a community career education council with a paid executive director?

**Willard:** Because they don't have one, and there are so many other things they must do with the limited funds available to them.

**Mary:** Without "collaboration," i.e., complete community involvement, career education is nothing more than yet another educational "fad." In the long run, it would save money if the young people were able to spend from five to ten hours a week at a job site. I believe the real answer is not the cost but the distrust which educators have of "outsiders" and, yet, without collaboration, that is, community involvement, career education will become nothing more than one of these educational fads that was "tried and did not work."

**Jeanne:** Where the executive director is housed DOES make a difference. In one Colorado community, he is housed in the Chamber of Commerce and reports to the chamber's director even though it is a person who came from the school system. The chamber head is "boss of his daily operations."

**Willard:** We can assure continuity at the local level if the state legislature says state career education funds will be available only to school districts where there's a unified community collaborative voice for career education, BUT, in addition to this, some way must be found where both big business and big labor can support a national (as opposed to a federal) career education effort.

**Bernie:** At our college, we have B/L/I "cooperation" in three of our four career tracks, BUT we do not have "collaboration."

**Dick:** You will never sell to businesspersons the notion of collaboration by putting forth the notion that "business gets some of the credit if career education works and some of the blame if it fails," i.e., business considers school kids to be the responsibility of the schools and their responsibility to help.

### *Issue: Why do we need collaboration?*

**Dick:** "Collaboration" can't work the way OE is currently picturing it.

Grant: This is normal resistance to a new idea; but if it can persist, we will eventually win out. What scares the businessperson now is asking them to take funds out of their business to help pay for it.

George: Can't we find an economist somewhere that will show the cost/benefit of career education as opposed to the cost of NOT having it?

Mary: If, in those cost figures, you included alienation of kids with the present education system, you would really have a fantastic cost/benefit ratio. If you would include in the cost benefit figures the cost of expenditures which results because of the alienation of kids with the present educational system, you would have a fantastic cost/benefit ratio. Such computation should include the welfare costs for unemployed dropouts, the costs of maintaining juvenile delinquents in institutions, etc.

Dick: I, as one businessperson, accept the collaborative responsibility, BUT most businesspersons won't. Secretary of Commerce Kreps is coming out strong now for something called the "social responsibility of industry." This scares business. Business needs to be shown that what they spend is of direct benefit to business, particularly to regulated business which has to justify all of its expenses to regulatory commissions.

Jeanne: If you really get a collaborative group to jell, this will happen. Business has to move beyond the banner of "improving our credibility" toward "what's in it for the kids?"

George: Education doesn't want to abdicate its responsibility. It's just that when we come to something like career education, we must see it as a community responsibility or it simply can't work.

Elvis: That's the wrong approach; we've got to think of "what's in it for business?"

Paul: Because education hasn't met all responsibilities assigned to it, business and the community haven't supported education. As a result, things like school bond issues fail and education becomes still less able to do the job. The B/L/I community has placed too much responsibility on the education system to do the job alone, and we can now clearly see that the schools can't do it alone.

Grant: The "corporate conscience" myth must be recognized. There is no "corporate conscience."

The following is a consensus:

Education cannot prepare youth for work today unless there is a community collaborative effort.

Elvis: But it won't sell to business; we've got to show them how it saves them money.

Grant: Eventually, we must think in terms of things like tax credits for B/L/I. To try to do it by "cost accounting" is dangerous because the results in terms of later participation in the adult work force, are too far removed to make this feasible.

Dick: The worthwhileness can be accepted by business, but they need guidance. Exactly what do you want me to do? For how long? For how much money?

Grant: The unique benefit of community collaboration in career education is the opportunity it presents for relationships between youth and adults other than educators who, based on their experiences in work, have much to teach youth that the educators alone cannot possibly convey as well or as effectively.

Willard: What we need is a series of small seminars for top business executives where one who is committed to collaboration will share experiences with the others. We, at GM, have a vice president so committed who would, I think, probably be willing to go anywhere in the world to conduct such seminars.

Mary: We need the help of top business leaders to put over the idea of collaboration. Why don't we bring together a group of such people and plead with them to start a campaign for collaboration with the help of their PR people to exert the kind of energy that business puts into selling a new product.

Elvis: Oil companies, for example, will get involved only if you show them "what's in it for me?" - no altruistic reasons.

Dick: Collaboration must be discussed at two levels: (a) at the activities level where we deal with youth, and (b) at the policy level with top management. BUT, in either event, education is going to have to take the leadership. If HEW Secretary Califano were to go to the Business Roundtable or a similar organization to make a plea for collaboration in career education, it could be sold easily.

In terms of these two levels, most of the current career education material is written at the local operational level; why not a one page handout for the operations person to give to the big decision maker in the corporation?

Willard: OE ought to contract a "one pager" for top policy makers in business on career education that would go to them four times a year.

Dick: Are we trying to get collaboration in activities or in policy? Maybe the activities route is the way to go now and worry about policy level collaboration later after the activity projects have an outstanding track record of success.

Paul: In general, broad policy grows out of action program efforts, not vice versa.

**Willard:** We could sell cooperation at the top level that will lead to collaboration at the local level.

**Jeanne:** At the state level, we should aim at collaboration from the outset.

**Willard:** The "Go-fers" will collaborate but the top guys won't.

The following is a consensus:

Cooperation at the top level will lead to collaboration at the local, but the reverse is not true.

*Issue: How to make collaboration happen, i.e., how to get cooperation at the top policy making level*

**Grant:** We don't have universal consensus within education yet with respect to career education.

**Willard:** We've got to get career education as a topic for the Business Roundtable - a 20 minute presentation.

**Dick:** Such a presentation must include specifically what you want them to do such as (a) adopt a "GM-like policy statement" and implement it, (b) put the policy statements in your corporation newsletter, (c) appoint someone to head up your career education effort, and (d) follow through.

**Willard:** A White House meeting called by President Carter would be willingly attended by leaders of the Business Roundtable on the topic of career education.

**Dick:** You have to go both from the top down and from the bottom up.

**Mary:** We need business to understand that just visiting plants isn't enough. Unless it can be made into a meaningful learning experience, it isn't worthwhile.

**Willard:** We now have a "life-style tour" of GM plants in cooperation with UAW.

**Mary:** Collaboration needs to be more real than just a plant tour; the educational experience must be a joint responsibility of education. Labor could play an important role in informing the young people of the realities of even monotonous work in the form of the types of benefits which union members receive. (There are some people who prefer to work for money and early retirement.)

**Grant:** With fewer youth projected in 1985, isn't it possible that employers will be seeking youth contacts at that time?

**Willard:** It would be a good point to make with the Business Roundtable.

Paul: Each decade, beginning in the summer of 1950, a higher percent of in-school youth are in the labor force with part-time or full-time jobs. There is no sign this is going to decrease.

Bill Mermis: Right now, it's a standoff between B/L/I and education. Business is for "profits," and education is for "sweetness, light, and truth."

Willard: That isn't true. If business were only for profit, it would go broke. There has to be a recognized social need for business to survive. The social-political conscience of business is at least as great of concern to business now as are technical-economic concerns.

Dick: Isn't it time to think about a new approach to the goals of YEDPA?

## *Issue: A new approach to YEDPA*

Dick: After listening to our conferees and discussing the concept with others, my thoughts come down to this:

- Let employers both public or private decide who is to have an educational sabbatical. This might, of course, have union involvement.
- Keep the person on sabbatical on the company payroll with full benefits such as seniority, health, pension, etc.
- Promise the person on sabbatical that at the end of the leave period he/she can return to the employer on a job equal to or higher than the one previously held.
- Tuition fees, etc., could be shared by the employer and employee. Most Bell companies would, under present arrangements, pick up some of the tuition expenses. In any event, this issue should be resolved by the employer and employee.
- Upon presentation by the employer to the government that x employees are on valid educational sabbaticals, the government would then begin to reimburse the employer for x employees at the basic entry level wage rate.
- At this point or earlier the employer would hire x entry level employees in the following sequence:
    - Employees presently furloughed due to lack of work; and
    - Those persons specified by the government as a "target group" such as those with family responsibilities, youth, etc.
- All newly employed people would be treated as any other new employee in regards to wage treatment, fringes, union membership, seniority, etc.
- Assuming that the employer's needs for labor remain constant, I would anticipate that none of the new employees would have to be laid off at the end of the sabbatical period because of new people

wanting sabbaticals and attrition rates. But to be fair, new employees should be told, as every other new employee is, that it's "last in first out." This places him in no worse position than any other new employee.

- Just to reiterate, this should be installed in the public and private sector.
- This in no way constitutes an offical Bell System position; it is merely an expression of my latest views.

Bruce: This idea of Dick's for paid educational sabbatical leaves for workers is an excellent idea, in my opinion. UAW would support the idea of a paid worker educational sabbatical, I believe. I know we have written positions on this subject that I will make available to you.

Willard: This is another point to make with the Business Roundtable.

Dick: I am thinking of adults who are in entry level jobs, jobs that youth could learn quickly in an OJT mode.

Willard: You would have no problem on salaried jobs, but hourly wage jobs would be problems because of existing upward mobility apprentice agreements now made with organized labor who, in addition, is involved in selecting new hires for these entry level positions.

Willard and Dick: You'd have to promise the adult worker on sabbatical the same job back, a job at a similar level, or a better job.

Willard: When a person on sabbatical comes back, he often finds no place (psychologically) to fit back into the organization.

Paul: If it became common practice, workers would protect the "sabbaticalee" because they know it will be their "turn" soon.

Question: What happens to youth after one year in this kind of actual job experience?

Dick: If no new jobs are created in the industry, the youth is out of work.

Paul: If someone else goes on sabbatical, there may be a slot available to that youth for a second year. You can think of it as the adult worker having an "educational sabbatical" and the youth having a "work sabbatical."

Willard: Why not think of the "work sabbatical" for youth as being one day per week on the job and four days in school? That would allow five times as many youths to participate.

Mary: I'd like to see this done in the junior year of high school so they could share their experience with others during the senior year.

Willard: It wouldn't be difficult, for example, possibly 95 percent of GM entry level jobs require less than one hour of training.

Dick: We need to think of it in two parts: (1) out-of-school unemployed youth and (2) in-school youth.

Grant: Some of the out-of-school youth who are high school dropouts could be hired 20 hours per week with a stipulation that they must return to high school on a part-time basis.

This kind of opportunity should be available to ALL youth, not just the economically disadvantaged.

Mary: Agree, the total mix is very important.

Willard: The experience itself should be called an "internship," not a "co-op work experience." It could involve an education program on site so that part of the time the youth is at the work site is spent learning more about the work environment as well as part of the time actually on the job. This, of course, would mean more than one youth per "educational sabbatical worker."

Dick: An alternative would be to do it so that the "educational sabbatical worker" is gone to school only on alternate weeks and at his regular work place the rest of the time.

Bruce: One would have to set requirements with respect to who would be eligible, among all workers, for an "educational sabbatical." Such requirements might include, for example (1) must have certain amount of years' seniority on the job, (2) required to demonstrate that he/she actually will engage in a bonafide educational experience (not just fishing), and (3) the educational experience chosen should bear some demonstrated relationship to the person's future career goals.

Question: Would this general idea appeal more to organized labor than the current YEDPA?

Bruce: No.

Dick: Say, with 10 years seniority, the "educational sabbaticalee" is earning $250 per week. The youth who takes his place might, for example, get $150 per week (at entry level wage) with the other $100 going to the "educational sabbaticalee." The feds would then have to provide the "educational sabbaticalee" with $150 so his/her total pay is equal to what it was while on the job.

Willard: Business would do this more quickly if there was a tax incentive to deduct the actual company costs associated with accommodating participating youth.

Mary: Why does big business, in these times, need tax incentives for this?

Dick: It's got to be kept simple. The youth should be paid by the employer, not by the feds. If the youth doesn't do right, the employer should be allowed to fire him with no undue fed paperwork.

It will be complicated somewhat by the fact that if the youth is employed by the company, he/she will be eligible for company fringe benefits.

Bruce: The youth would if it is a union job have to join the union, or stated better, would be "allowed to join the union."

Dick: The youth would have to be given the same benefits as any other worker.

Who's to be eligible for the "educational sabbatical?" If you make it higher than entry level workers, we're in trouble.

Bruce: No high school in the country today really prepares youth to work in industry. It would be much better to get them ready through this "work sabbatical" plan if this plan is, in fact, tied in with schooling.

Grant: If you put this into the curriculum as pure cognitive content, it will, like other things, be quickly forgotten. On the other hand, if combined with the actual "work sabbatical," it would be remembered because it will have been knowledge that is used. That's the secret!

Paul: Right now, this could be put into the fed pipeline of "lifelong learning."

Dick: Wouldn't this be a good way to illustrate "collaboration in action" if the Secretaries of Labor, HEW, and Commerce approached Congress with this idea and asked that legislation be written that would take the general concept into account.

# MINI·CONFERENCE

## 3

JANUARY 3·4 1978

# SITE DIRECTORS

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## *Issues Raised by Participants*

1. What are the pros and cons of including "enemies" as well as "friends" of career education on a community career education council?

2. How can teachers be motivated and taught to use community resources?

3. How can community collaboration be extended beyond large industries to include both middle sized businesses and the small business operations?

4. How can the education system get organized internally in ways that make a central contact point for the B/L/I community?

5. How, and to what extent, should the B/L/I community participate in educational policy making and/or decision making as part of collaboration?

6. How can B/L/I persons who control funds be encouraged to use them for a broad career education effort (rather than only a small part, such as economic education)?

7. How can collaboration most effectively include organized labor?

8. How can collaboration be handled in ways that involve high quality B/L/I persons and avoid the use of overenthusiastic, biased and uninformed persons?

9. How can the current "back to basics" movement be used to the advantage, rather than the disadvantage, of educators in encouraging career education efforts?

10. What kind of staff is needed to do collaboration and how can staffing be adequately accomplished?

11. How can dollars needed for career education collaboration be obtained when other educational priorities are mandated and career education is not?

12. How can internal collaboration within education be effectively accomplished?

13. How can we avoid "burning out" good B/L/I resources for collaboration?

14. How can the resources of multiple communities be used to make collaboration work in a single rural school district?

15. How can the "what's in it for me?" psychology of the B/L/I be dealt with?

16. How can community stereotypes be broken down so that a true community collaborative effort can be mounted?

17. How can a collaborative effort be put on a sustaining rather than a temporary project basis?

18. Can and should a single community resource center be used in all kinds of collaborative efforts, including career education?

19. Is there danger of duplication of effort between NMI Education/Work Councils and Career Education Advisory Councils?

20. How can people be trained (educated?) to engage in collaboration?

21. How can the concept of collaboration be properly promoted as only one aspect of career education?

22. Are there collaboration "myths" that should be exposed and exploded?

23. How can the variety of ways in which community resources are used for collaboration be expanded?

24. How can a systematic "how-to-do-it" approach to collaboration be formulated and used?

25. How can communications be made between operational persons in B/L/I after top policy makers have agreed that collaboration should exist?

26. How can B/L/I agree on a common set of product and process goals for collaboration?

27. How can school guidance services be most effectively included in collaboration?

28. Are different guidelines for collaboration needed for different segments of the community?

29. To what extent are organizational bylaws of some community groups (Chamber of Commerce, for example) preventing their participation in a total community collaborative effort?

30. How and what kinds of hard data are needed to justify continuing collaborative career education efforts?

31. Will a "federal push" for collaboration help or hurt local collaborative initiative?

## *Discussion of Issues*

*Issue: How, and to what extent, should the B/L/I community participate in educational policy making and/or decision making as part of collaboration?*

Vince: Education is rapidly reaching the point where it's too expensive for the schools to fund and operate it alone. Our commitment to education for the masses has made this so, especially when you consider the current commitment to include opportunity for the masses in postsecondary education.

In New York City, we have a program with Exxon and the University of Massachusetts to prepare disadvantaged youth in pre-engineering; that's "collaboration."

The Publishing Activities Center involved the Gestetner Corporation, the New York Times, and the school system working together in helping pupils, Grades 2-6, learn how and actually produce their own newspapers. That's "collaboration," too.

OPEN DOORS is a community agency that works with teachers in producing materials on economic education for use by teachers; that's "collaboration," too.

School Self Revewal Project - The Economic Development Council comes into schools and shows educators how to run a school system more effectively and more efficiently; that's "collaboration," too.

BUT - - -

Missing is the utilization of the B/L/I community in actual decision making policy design for the education system. The question of what kinds of authority and power educators are willing to give up in order to make collaboration work is yet to be decided, and that decision must be made.

Cathy: The whole society is making mandates for education. THUS, they should also be a part of educational accountability. This should extend to such domains as curriculum, academic credit, dropout, policies, teacher certification standards, and other "sacred cows" of education.

Al: The biggest deterrent is attitudes of professional educators who see the process as "intervention" rather than as "collaboration."

Nick: The really big problem is how you get educators to want to collaborate with the B/L/I community and vice versa.

Barbara: To share ideas under the flag of "collaboration" is considerably different from sharing responsibility for programmatic actions.

Meaningful collaboration, i.e., joint responsibility must depend on the board of education advisory committees that can make recommendations but do not have the authority to implement them.

One of the practical problems is that many boards of education really believe they are the community, i.e., that the concept of "collaboration" is being implemented simply because they (the board) exists. Boards of education need to think beyond this view.

Carolyn: Our career education advisory committee knows it has power only to make recommendations, not policy. BUT I always do implement their recommendations (even when I personally feel it won't work, I feel I should give it a try). The advisory committee knows it has no authority. The key is whether the "collaborators" from B/L/I are viewed as influential community leaders by the board of education. IF they are, the board is likely to follow their recommendations. The board of education DOES represent the community.

Joe: The official policy of the Salt Lake City Board of Education is to have "shared governance" in the school district. In each school there is a School Improvement Council and a School Community Council. There are also a District Community Council and ad hoc committees when needed.

The School Improvement Council is composed of personnel representing all staff members within the school. The council determines the policies within the school. Actions must be within the laws, the rules and regulations of the board of education and the budget.

The School Community Council is composed of the members of the SIC and representatives of the school's community. It has the same restrictions as the SIC. It may appeal decisions to the District Community Council, the superintendent, and the board of education.

Local policy and issues are usually resolved by the SIC and/or the School Community Council.

The involvement of representatives of all staff members and people in each school's community does help develop a spirit of mutual trust and cooperation.

In December of 1977, the Salt Lake City School District passed a $30,000,000 bond by a two-to-one margin. The money will be used for capital improvement. In the past 12 years, the enrollment has decreased by more than 16,000 students. Schools have been closed and it could be assumed that capital needs would be minimal. However, the people supported the board of education in a program to improve buildings, to replace old buildings, and to add needed equipment. The people helped make the decisions. They were involved.

Shared governance, collaboration, whatever you call it, can and does work.

Norm: I don't really see most school boards really letting the broader community make school board policy, but this does not preclude the broader community from being able to influence the policy making process.

Dean: There's a great variation from LEA to LEA; you can't generalize.

Carolyn: Communities aren't that dissimiliar.

Al: The board of education authority, by law, can't be supplanted. Still, "collaboration" ought to extend beyond "advice giving" to the actual design and implementation of career education efforts. Policy making and operational responsibility aren't at all the same thing.

Nick: Our whole education/work group meets just once per year to identify major problems. During the rest of the year, subcommittees are busily engaged in operational activities aimed at solving the problems.

Cathy: A good example of need for community collaborative efforts can be seen when the topic of "sex role stereotyping" is examined; it can be easily seen this is a "community problem," NOT just a "school problem."

Irv: It's one thing to seek advice from the B/L/I community, but policy making is a different matter. By law, the board of education cannot give this away or share it.

Don: Our Education/Work Council has a community based Board of Directors independent from the school system. All school systems in the area have accepted this Council as representing career education for their school system.

Barbara: There's a big difference between participating in policy making and making policy!!!

Norm: If you accept this, does that mean the B/L/I community isn't held accountable for career education decisions that are made?

Ernie: What is "school board policy?" It is a dynamic, not a static thing. It changes almost from board meeting to board meeting depending on the kinds and amounts of community pressure felt by board members.

Al: Both the B/L/I community and local government, in fact, DO participate heavily in influencing school board policy. BUT the real question is not that of policy but rather how they participate in making decisions about and in implementing career education.

Dean: How effective will B/L/I persons be with a board of education whose members are opposed to career education?

Irv: The school board makes policy; everyone else, from the superintendent on down, basically implements policies made by the board.

Dean: The real issue is the extent to which the B/L/I community makes input, if at all, into school board policy.

The following statement is a consensus among the participants:

Broad school system policy is made by the board of education, but policies and decisions required to implement these broad school board policies can and should be made in a collaborative manner in career education, with the voices of B/L/I as well as educators being heard.

*Issue: How can a systematic "how-to-do-it" approach to collaboration be formulated and used?*

Dave: In our community, we made no real progress until we put together our Education/Work Council. To do this demanded that educators back off from "ownership" of the Council and make the "ownership" a shared thing.

Don: The Education/Work Council is the only feasible route to go in our rural area.

Nick: It's hard to convince major elements in the community to take "ownership." For example, we got three of four major industries to agree that the problem of "minority access" was an important problem to be shared between the education system and the B/L/I community, but one industry said "it's the schools' business."

Carolyn: The Education/Work Council sees education as only one of a great number of community forces. On the other hand, the "Career Education Advisory Committee" is set up by the School Board, while the Education/Work Council is set up by the community.

Norm: Let's try to list the factors that make the concept of the Education/Work Council a desirable one:

- Establishment of a nonthreatening forum not "owned" by any single setting;
- A wide variety of community settings "chip in" and so feel they are a part of the council;
- The council is not program oriented; rather, it is problem/solution oriented;
- The council stands with no segment of the community against other segments; and
- A maximum number and variety of youth serving agencies are included as members of the council.

Al: The current 21 Education/Work Councils were established with NMI funds from a EOL grant; by the end of two years, the community itself must find a way to pay for the Councils' continuing operation. This will be the test.

Nick: The Education/Work Council is NOT the only model worth considering. A lot of collaboration results simply from a "gut level" approach coming from either educators OR from the B/L/I community with respect to a problem they share in common. There is no set model that should be copied.

Dean: I agree there are other systems that could serve as models that don't use the Education/Work Council approach.

Nick: Someone in the school system must begin to identify community resources available to meet identified needs. The key is getting some educator to initiate action; the rest will follow.

Cathy: Yes, a strong educator starts by saying "let's work together." THEN you may go to an Education/Work Council or to some other structure to implement collaboration, BUT you don't start with the council.

*Issue: How can the education system get organized internally in ways that make a central contact point for the B/L/I community?*

Dean: School systems have no trouble, for example, in saying "who's in charge" of the "curriculum" or the "school building;" BUT, when you ask who's in charge of "career education," we're in trouble because USOE hasn't ever established or promoted a national model. As a result, there is variation all over the place from community to community with no clear guidelines.

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Vince: Not always. For example, New York City's Career Education Office just picked up $4-million of YEDPA funds in contending and gaining administrative approval for the contention that YEDPA belongs in career education.

Al: The Philadelphia Career Education took over YEDPA without even asking for authority; it was simply natural for us to do so.

Barbara: Those who want "career education" clearly visible to all miss the central point that career education is a concept to be permeated throughout all existing education programs, NOT a new program to be added to those that now exist.

Unless the board of education sees the goals of "education as preparation for work" as a basic education goal to be emphasized in all programs, career education can't work.

Dean: BUT some method needs to be initiated to give the responsibility for career education to some person," it just can't just "hang out."

Al: There is no "identification" problem if we can get agreement on a common basic problem that both the schools and the broader community see it as important and urgent. We have such a problem now called the "youth unemployment problem." When we talk about career education as something aimed at attacking and solving that problem, people know, understand, and appreciate what you're talking about.

Cathy and Carolyn: Operationally, the "community resource center" has now become so big we must find ways to move it out of the school system to some place in the broader community. After all, many aspects of the community, in addition to the education system, need to make use of such a center. The school system cannot continue to handle it alone if it is to become what the community needs it to become.

Cathy: Our community resource clearinghouse is so well organized that, internally, all parts of education come through it now, BUT to provide only the "clearinghouse" function is not the same as serving the collaborative involvement needs of the broader community. For example, we've got to involve the broader community in task forces, advisory board, and a host of other things in addition to serving as site visits or resource persons in the classroom. The term "community resource" must mean much more than "clearinghouse oriented."

Al: It's important to keep separate the concept of the "community resource clearinghouse" from the concept of "career education advisory function." The B/L/I community is searching for a workable mechanism for school/community interaction, and both of these concepts are included in meeting this need.

Cathy: If you use community resources only for site visits and classroom resource purposes, your contacts with them are so infrequent they lose interest and the motivation for continuing involvement in career education.

Carolyn: The resource people on our Career Education Advisory Council want to be involved in activities such as (a) identifying collaborative issues, (b) problem solving, (c) in-service education for education staff, and (d) recruiting additional community resources for career education. This is a separate function from the "resource clearinghouse" concept.

Nick: Does the school system have to have an organized career education program to have collaboration?

Answer - No--BUT the reverse is true.

Vince: We've been trying for six years to get our board of education to adopt a career education policy statement. They still haven't done so, officially; and we don't have career education, BUT we sure do have collaboration.

We are trying to use empty elementary school buildings now to organize and operate career education collaboration efforts. We're thinking of, say, 15 elementary schools, one for each of the 15 occupational clusters. The B/L/I community would be very glad to equip buildings to serve this function. BUT how can action move forward? Whose turf is it? One thing that has made vocational education successful is that they have money which they can get by following federal guidelines. We don't have either money or guidelines for career education. Neither, in many states, do we have strong SEA leadership.

Nick: You must identify local leadership if you're going to pull an idea like that together and make it work where the action is.

Barbara: From a survival point of view at the LEA level, whatever we do in the name of collaboration in career education must involve other segments of education who, for years, have already been engaging in some kinds of collaborative relationships (like vocational education, for example).

Nick: Yes, we've got to start by centralizing that which has been decentralized and then, eventually, decentralize again at the building level with a coordinated, rather than a fragmented, effort.

Vince: It's important who tries to do this "pulling together" and why they do it. For example, if the Bureau of Guidance tried to do it, having in mind primarily that they hope to get more counselors it would be as bad as if vocational education did it primarily to get more students in vocational education. That's why, when career education, as a concept does it, nobody's "turf" is stepped on or promoted.

Myrtle: Organizing internally in education faces a crucial first step in the internal preparation of those in decision making/policy roles, i.e., the school administrators. In many places, this hasn't happened yet.

Barbara: While many superintendents can be expected to resist "collaboration" pictured as broad community involvement for all of education, not many will resist getting started in collaboration with career education. In this sense, career education may well prove to be an effective vehicle for broader educational change that leads to collaboration as an educational concept.

Carolyn: It's important to keep in mind that collaboration is a process. The content associated with that process must be thought of separately from the process itself.

The following statements drew a consensus vote among the participants:

"Collaboration" is a broad process holding implications for all education, but it can be implemented only with reference to specific content goals. Thus, we should limit our efforts to career education requiring use of the "collaborative process" for successful implementation.

Norm: There are different types and levels of "collaboration." The type the superintendent gets involved in will be much broader, for example, than, say, the teacher who does specific things.

*Issue: How can teachers be motivated and taught to use community resources?*

Myrtle: Top and midmanagement within education must have made a commitment to use community resources. Given this as an accomplished fact, there are two problems to be solved: (1) most teachers haven't been exposed to the B/L/I community outside of education and (2) the logistics of getting teachers involved.

The following statements are relative to the NAB Career Guidance Institutes as a vehicle for use in career education:

Myrtle: We've found the NAB Institutes to be very helpful.

Nick: The problem with NAB Institutes is that NAB provides $4,500 seed money, but the rest of the money (tuition fees) must come from either the individual or the school system. Further, to get participants, you must promise rewards of money and/or academic credit.

Ernie: The promise of university credit is a powerful "carrot" to motivate teachers and counselors to participate in NAB Institutes.

Myrtle: Our School Board pays NAB participants whatever they would be paid if they were doing it under regular in-service education arrangements.

Nick: The point is, you could put on a "NAB Institute" without NAB.

Vince: We've done it both with and without NAB.

Ernie: The NAB focus is on disadvantaged youth. Some school systems don't want to limit their in-service career education efforts this narrowly.

Barbara: The GE Institutes involve the same problems as the NAB Institutes and have the same kind of positive potential that makes them well worth considering for use.

Cathy: The more tenured teachers you have in your system, the harder it is to motivate them by promising "graduate credit" as in a NAB Institute.

The following statements are other ways of motivating and teaching teachers to use community resources:

Cathy: We've gone to the concept of two- to three-day "sabbaticals" for teachers where they can visit the B/L/I community, while the school system hires substitute teachers to replace them.

Myrtle: We have a board policy now that calls for all school administrators to spend four days per year in classroom teaching. The teachers they replace can use that time for B/L/I visitation and in-service training.

Don: We're using a "job fair" approach where we take a traveling van around to schools. The van contains classroom materials in career education for each grade level as well as materials to help teachers learn about the B/L/I community resources.

Dean: A process that's worked for us is to ask each building principal to send us his "most motivated for career education" teacher. We provide these teachers with ten weeks of training, two hours per week, in career education and how to use community resources. They go back to their buildings as "career education building representatives" and then they run workshops for other teachers.

Barbara: Local teacher associations endorse certain things as priorities for teacher in-service. If we can get them to endorse "using community resources," this would be an effective vehicle.

## *Issue: Career education as a vehicle for basic educational change*

Ernie: With 42 percent of our students now failing their basic competency exams, teachers are saying that this is happening because they haven't been able to show students applications of the subject matter. Career education can and should be the answer here. Career education is the total delivery system for education. When we pretend it's only a part of the delivery system, we're kidding ourselves.

Nick: If we do our job right in career education, we will be at the center of educational change. However, this will take time. It won't happen fast.

Ernie: Another thing arguing for career education as a delivery system for educational change needed now is that youth unemployment/employment is a current major priority for the nation.

**Al:** As a hardheaded realist, I'm willing to settle for more modest goals than TOTAL educational reform. If we take on too much, we will fall flat on our faces. We will do better to limit ourselves to improving education's ability to prepare youth for work. We can then let broader educational change grow out of our efforts to reach this modest goal.

**Irv:** If we want real educational change, then we've got to talk about changing teachers. The mediocre teacher won't suddenly decide to become a "good" teacher simply because he/she observes a good teacher in the next room. If you want to move that teacher toward change, you've got to find a way to create some anxiety that will serve as a motivational force for change.

**Cathy:** The students who have been exposed to good career education with one teacher will put pressure on other teachers to try career education.

**Irv:** You can create anxiety leading toward change through (a) students, (b) parents, (c) community resources, or (d) just having the superintendent walk down the hall or the principal sit in on a class.

**Carolyn:** Another source of motivation is to set up "career education learner outcomes" for teachers, and then monitoring the extent to which these learner outcomes have been obtained.

**Vince:** Another form of "anxiety" useful today is the large number of out-of-school, out-of-work youth causing disruption in the streets of the large cities. There are, and will be, all kinds of community pressures for schools to change in ways that will encourage more youth to remain in school and to get ready for productive work lives.

**Irv:** The American Management Association considers (a) planning, (b) organization, and (c) control as essential elements for accomplishing change. Career education, to date, has been O.K. on planning, "semi-O.K." on organization, but lousey on control, i.e., on monitoring teachers to see if, in fact, they are accountable for career education learner outcomes. Until we provide for the "control" element adequately, we can't talk about career education as a "major tool for basic educational change."

*Issue: How can you use volunteers from the B/L/I community to help students with individual career planning under auspices of counselors and/or teachers?*

**Nick:** A good example is the NAB Youth Career Motivation Task Force. Whether or not B/L/I will help with volunteers in career planning depends on that part of B/L/I you are asking. Some, for example, don't care to help in "career planning" but are very willing to help youth understand "economic education."

**Cathy:** The danger is present that if you ask for B/L/I volunteers to talk with youth about "career planning," too many will interpret that request as an opportunity to recruit youth to choose their field or their company.

If we structure our requests to B/L/I on such specific small aspects of career planning, as (a) how to conduct a job interview or (b) how to look for a job, it's much better than asking them, in a broad, open-ended invitation, to help in "career planning."

Barbara: Yes, another example where we could use the help of B/L/I volunteers is job placement. Obviously, this is related to "career planning" but is much more specific and doable.

The use of B/L/I volunteers can be easily implemented through, for example, the Junior Chamber of Commerce. Each JC member must give "x" number of volunteer hours per year. There is no reason why we can't encourage them to use their volunteer hours for specific parts of career planning such as helping youth develop a job resume.

Vince: The operational problem we face in using volunteers is finding the small amounts of money required to pay their travel expenses as they move around in New York City. It shouldn't cost the volunteer money to be a volunteer!

*Issue: How can the current back-to-basics movement be used to the advantage rather than the disadvantage, of career education in encouraging collaborative efforts?*

Myrtle: The pressure for paying more attention to academic achievement is now coming from parents of "average" students as well as from all others.

Barbara: "Back to basics" or "career education" don't have to be pictured as a choice the public has to make, although this is the typical way many think. The two can be pictured in ways that make them fit together.

Ernie: Yes, career education can be that new instructional strategy that will help correct the fact that 42 percent of our kids flunked the basic competency tests.

Al: If we say career education is THE answer to the "back to basics" question, we will fail; this would be a serious error of strategy. If, on the other hand, we picture career education as one among several useful approaches for dealing with this problem, we will gain.

Nick: Much research exists to show that one of the basic reason students fail to learn content is that they see no way in which they can use it. To the extent this is the problem, then career education can be pictured as one way (but not the only way) available for helping students see why it is important to learn the subject matter.

Irv: Career education and "back to basics" have a better tie-in if we emphasize "competency" rather than simply "literacy," i.e., "how to read the phone book" rather than "being able to read 'Run, Skip, Run'."

Al: One of the potential dangers in tying career education too closely with "back to basics" movement is that we may, in our desire to help students, see applications of subject matter in the classroom and fail to emphasize sufficiently the importance of use of community resources through collaborative efforts.

The following statements represented a consensus from participants:

Career education may be seen as one helpful vehicle for use in the "back to basics" effort by emphasizing that career education seeks to combine experiential learning with cognitive learning; thus increasing the ways available to students for learning and, at the same time, serving as one possible vehicle for use in showing students the application potential of what they are being asked to learn. In both of these ways, career education is a helpful kind of solution to suggest to those lamenting the need for a "back to basics" approach.

NOTE: Eight participants want the contents of these notes combined with those of the two conceptualizers conferences in a single monograph on collaboration. Seven participants want notes from this mini-conference to form a separate monograph.

Hoyt will look at the write-up for both and then decide.

The following promises were made to the participants with reference to the "final" mini-conference:

- Send each participant in advance a request for issues to be discussed. When the "mini-conference" begins, take only a short period of time to decide on which issues will be discussed.
- Hold the final mini-conference on August 8 and 9, 1978.

# MINI·CONFERENCE

## 4

## Boy Scouts of America

## Girl Scouts of the USA

JANUARY 9·10 1978

## BOY SCOUTS OF AMERICA/
## GIRL SCOUTS OF THE USA

### Participants

Nannette Enloe
Northwest Georgia Girl Scout
Council, Inc.
Atlanta, Georgia

Cecilia Cordeiro
Girl Scout Council of
Bergen County
Paramus, New Jersey

Bruce Fern
Greater New York Council
Boy Scouts of America
New York, New York

Ron Walker
Montana Council
Boy Scouts of America
Billings, Montana

Rose Marie Duffy
Appleseed Ridge Girl Scout
Council, Inc.
Lima, Ohio

Mary Williamson
Girl Scouts of Greater
Philadelphia, Inc.
Philadelphia, Pennsylvania

Gregory Holt
Columbia Pacific Council
Boy Scouts of America
Portland, Oregon

James Leslie
Union Council
Boy Scouts of America
Elizabeth, New Jersey

Ruth Olsen
Girl Scout Council of
Milwaukee Area, Inc.
Milwaukee, Wisconsin

Sonia B. Snyder
Girl Scout Council of the
Nation's Capitol
Washington, D.C.

Carlos del Hierro
Sam Houston Area Council
Boy Scouts of America
Houston, Texas

Nancy Bennett
Texas Girl Scout Council, Inc.
Dallas, Texas

Nancy Garfield (Observer)
Girl Scouts of the USA

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### *Issues Raised by Participants*

1. How can we get educators to see us as "education" rather than recreation?"

2. How can top policy makers in education be encouraged to support our efforts?

3. How can we get school systems to take us seriously?

4. How can our efforts be expanded to provide services for all children?

5. How can scouting professionals best deal with diverse school districts?

6. How can we contribute best toward reduction of sex stereotyping?

7. How and what should we communicate to educators about our programs?

8. How can we make arrangements for academic credit for our efforts?

9. What should be our relationships with career education, as opposed to all of education?

10. How can we have national policies when both local scouting councils and local school districts have greater autonomy?

11. How can our career education efforts be made a sustaining thing?

12. How will career education increase scouting membership? Or will it?

### *Insights - Girl Scouts*

The problems of constructing and operating a meaningful education program:

Ruth: Program building is a basic problem. Girl Scouts need a continuing program, not a "what will we do next week?" approach.

Many volunteer leaders in scouting find it easier to take kids on field trips than to have them in a room trying to hold their attention while teaching them something.

Whatever is done must be meaningful to the youth; if it isn't, she won't come back next week. REMEMBER: It's a volunteer thing for kids as well as for adults who serve as leaders.

Cecilia: If the child doesn't perceive the activity as recreational, she won't come back; after all, she's been in school all day and doesn't want to go through anymore of that!

The following statement of general problem areas met with consensus:

Conducting a program that is meaningful to youth and that can be done in short time periods by volunteer leaders who are themselves basically untrained, that is, a program that will appeal to kids so they will voluntarily come back next week and one that won't be prohibitive in cost.

Most Important Point: If the program doesn't appeal to kids, they won't come back. If they don't come back, we lose membership (which means, in part, dollars, which, in turn, affects our ability to offer services).

Second Most Important Point: If career education is to be a topic, it must appeal to kids.

Nancy B: In Texas, a survey showed girls were most interested in competitive sports, NOT in careers.

Rose Marie: We don't see much interest in careers.

Others: There is some interest in careers; this must be the key to the answer of whether or not we will continue a "careers" emphasis.

The following statements are related to using volunteers as leaders:

Ron: Scouting professionals are experts in volunteer management; career education people could learn much from scouting professionals about this.

Sonia: When you speak of a volunteer as "just a housewife," don't take this to mean she has no skills. Most have multiple skills (including budget management, mechanics, etc.).

Finding volunteer leaders is getting to be more and more of a problem two reasons: (1) more parts of the community are asking for them, (2) more women are working and consider themselves no longer available.

Cecilia: We lose volunteer for two basic reasons: (1) sometimes their scouting experience gives them skills and contacts that allow them to get into the labor market; these should be called "success," (2) some volunteers don't see any rewards for themselves coming.

More and more of our volunteers are employed women; it has meant we have to train them at night sessions instead of during the day.

Ron: Agree, most of our volunteers are employed.

Cecilia: Employed women who are volunteers in scouting can be career role models for kids; their occupations can be of help to them in conducting career education activities for scouting.

Sonia: Most of our urban volunteers are employed persons, but this tendency hasn't yet spread to some suburbs where employed women still often feel their "volunteer days" are gone.

## *Issue: Career education and scouting*

Ron: Because most of our volunteers are employed, they become a resource for career education activities.

Cecilia: The potential of career education for using field trips as a delivery system make it attractive to consider.

Greg: You can't market it to kids as "career education"; they've got to see it as fun.

Bruce: When we present career education to kids by telling them they will soon be out of school and have to find a job, they take it on well. They will decide to do it.

Nannette: To sell career education to scouting, you have to show it's "payoff":

- To volunteer leaders: It gives you a continuing set of things to do; you don't have to think up a new topic each week.
- To volunteer leaders: You will learn from career education some things that will be of personal help to you.
- To kids: Career education activities are fun and important.
- To scout board: Career education will increase our membership (if true).

Ron: You can do the mechanics of career education in a school, but it's hard to sell to kids unless they can do something to explore careers outside of the school. Scouting can help there.

Greg: It's easier to obtain forgiveness than permission!

## Overview of Exploring Program, Boy Scouts of America

Greg: In 1959, the Specialty Exploring Program was launched as a career-oriented program. The Explorer posts were built around a "career emphasis" at least some of them were and are. (NOTE: Not all - some are built around leisure interests). During the period from 1959 to the mid-60's, the biggest operational problem was answering the question "what are the career interests of youth?"

The Student Career Interest Survey (an answer to the above question):

- There is not now one national form. Instruments vary from region to region, (depending, in part, on occupations prevalent in an area.) Even the code numbers are unique to each council.
- There is conversation now going on aimed at (1) including DOT code numbers on the survey forms and (2) considering a single national.
- In Portland and New York City, the survey is given annually to ninth, tenth, and eleventh graders.
- Explorer program gives it back to the "school contact person" who, in turn, gives it to teachers to administer.
- Forms come back to Exploring who (with community volunteer data processing help) gets three printouts: (1) by occupation, by school, (2) gummed labels for each student with first, second,

choice (useful for putting on his/her cumulative record), and (3) a printout consolidated over schools by occupation. The school gets copies of everything but (3).

- Exploring program then looks at data to decide high school interest and tries to form Explorer posts based on these interests. Example: After finding many youth interested in medicine, they contacted a local hospital and asked them to establish an Explorer post. The hospital invites youth with reported high career interest in medicine to an organizational meeting where Explorer professionals are present to sign them up for the program. The hospital pays for mailings and indirect costs (such as facilities, staff time, etc., BUT, unlike programs such as Junior Achievement, the hospital does NOT pay a fee for sponsoring the post.

All Explorer posts must be sponsored by some adult organization.

Contacts with prospective sponsors of Explorer posts are often made by BSA volunteers in other BSA programs who are community leaders.

Sometimes corporate sponsors are used who may sponsor 100 or more Explorer posts in various parts of the nation (Exxon Corp., for example).

Working facts about Explorer posts:

- Average post has a nine month program which parallels the school year.
- There's a fairly high attrition rate as some youth discover they aren't interested in what they thought they were.
- From year to year, about 20 percent of youth continue with the same career exploration.
- Students can switch from one post to another during the year.
- For the $3.50 fee, the youth can belong to more than one Explorer post at the same time, if they want to explore different career area.
- Generally, of the kids who, on the Interest Survey, said they are interested in a career area, about 50 percent will show up for an initial organizational meeting.
- Many of the kids participating are "middle-class," NOT because their work experience is unpaid, but rather because most activities are at night and many other kids can't get transportation to get around.

Bruce: In cities like New York, however, there is no transportation problem; and the Exploring program works for all "classes" of young persons.

Operation of activities within a typical Explorer post:

- There is no standard program - depends on the sponsoring group and the volunteers who participate as leaders.

- Typically, the post holds group meetings about twice a month, plus asking kids to engage in one field activity per month.
- At the group meetings (maybe 60-70), they often talk about the activities they are engaging in; at other times, they may hear someone talk about a particular occupation in the career or work on a special project.
- Activities often include some form of unpaid work experience usually carried out on a small group basis (10 or fewer kids) under supervision of a volunteer from that career. Example: Under supervision of an architect, a group of kids designed a playground area for a school and built it.

Evaluation of activities: Each Explorer post has a volunteer assigned to check in and see if it's going okay. There is a series of 10 measures used to evaluate the post with measurement typically done by a scouting professional. In actual operation, you know when a post is going badly when many kids drop out and/or when they complain to scouting professionals about what's going on.

Right now, there's lots of competition for youth. It's harder to get kids to sign up now than it was five years ago. Nationwide, there are now about 380,000 youth enrolled in Explorer post programs.

General Interest Explorer Posts:

- A large number exist, and many are run by LDS Church.
- While they include some general career exploration activities, they are neither organized nor operated around specific career interests.

Career Seminar Exploring Program in Rochester School:

- Background: In 1971, Rochester, Minnesota, through the DeWitt Wallace (The Readers Digest) got a career education project grant for an Explorer program covering 20 communities. This three-year project resulted in developing 25 special interest Explorer posts in the 100-mile radius and getting resource persons as volunteers for each.
- Original contact is typically made with a high school counselor. We tell the counselor we have 20 career resource persons who will come to the school and put on programs for students. BSA offers this help to counselors (which includes the training of resource persons and opportunities to visit local businesses). IN EXCHANGE, the counselor is told we want to organize an Explorer post in your school.
- The cost to the school is $500 to $1,500 (without charging the student the usual $3.50 fee, which many schools won't let happen). The reason the school is asked to pay this fee (rather than get community persons to donate it) is that they want the school to make a strong commitment to the program and its success.

- The program is run on school time with the period used being varied so it doesn't always come out of the same class period (in Rochester, Minnesota.)
- In Portland, Oregon, seminars are put on in cooperation with Junior League at special times with kids being excused from their classes for that period (providing they get teacher's permission).
- In New York City, they usually find teachers (say, social studies) or counselors who volunteer to use one period per week for this activity with all students in that class participating.
- The 20 seminars are each on a different career. Kids are told about how to prepare for and enter that career as well as what it's like. The Explorer Division guarantees to put on 20 programs during the school year. It varies from place to place on whether or not all kids are permitted (or required) to attend all 20, for example. In Portland, the kid can pick four seminars to attend out of the 20.
- The Career Seminar Exploring Program in schools can serve as a good source of students for Explorer posts out in the broader community.
- There are probably only about 25 Boy Scout Councils that are engaged in career seminar exploring school settings now.

The New York City School Career Education Exploring Program:

- In the New York City Career Education Program, the school becomes the sponsoring organization, as opposed to a business or hospital. A class, or specific groups of students, becomes an Exploring "Career Education Post." All of the students in these classes are registered Explorers, and the class elects a "post president" which helps to encourage youth leadership in the group. The teacher or counselor responsible for the class becomes the "post advisor" and acts as a facilitating career educator for the post class. The Greater New York Council works directly with the citywide Board of Education Career Office, the district supervisors, and the school principal associations. The program is in both junior high schools and high schools.
- The class (or classes) in a school receive three speakers and one field trip per month. They receive a wide range of exposure to careers, based on an even distribution of vocations in the 12 major occupational clusters identified by the U.S. Department of Labor. The career speakers are trained as career educators and are asked to make a long term commitment to the program, making anywhere from three to ten presentations per year.
- This program is funded by the Emergency School Aid Act.

### *From Dreams to Reality - Girl Scouts of the USA*

Nancy G: Originally designed as a career exploration program for teenaged girls growing out of "WORLDS TO EXPLORE," a GSUSA publication for younger girls that can be booked into career experiences and activities for older girls.

Use women role models to help girls explore careers - the role model cards in each of the five areas (one for each "world") showed women in non-traditional careers.

Some of the materials relate to problems women face in career decision making, i.e., not just decision making skills, but rather problems women face in using decision making skills.

The "5 Worlds" in this GSUSA publication include:

- The World of the Arts
- The World of Well Being
- The World of People
- The World of Today and Tomorrow (Science, Business, Technology)

It's basically for 12 to 17 year-old girls.

The basic idea is that one should center on the individual, not on the career. They begin with a look at themselves and then move to careers. Major point is helping each girl choose what will be a good life-style for her.

One of the problems in using it in local GSUSA Councils is that volunteer leaders have some difficulty understanding what the girl is supposed to learn.

Included in the program is a "personal sponsor" approach to career exploration where each girl is helped to find a sponsor (preferably a woman in a nontraditional career) that will work with the girl in 12 hours of career exploration that includes evaluating the girl's career interest in the area.

This year, in moving to develop materials for younger girls of elementary age the following are included:

- 130 activity cards related to self awareness, career awareness, and sex stereotyping; and
- 50 picture stories - 10 for each of the "5 worlds," showing women at work.

When a GS Council wants to use the FROM DREAMS TO REALITY materials, the troops buy it. They are trying to make it cheap enough (under $5.00) so that each girl can have her own book. A Leader's Guide and Council Guidelines will be distributed to help local councils carry out the program.

The FROM DREAMS TO REALITY materials have met with good acceptance and much enthusiasm by educators.

## Other Girl Scout Council Activities Having a "Careers" Emphasis (Local Programs)

Ruth Olsen, Milwaukee - The "Anything You Want to Be" Program:

- Grew out of a need for meaningful field trips
- Concentrates on Junior Scouts (4th, 5th and 6th graders)
- Funded by OCE grant with provisions for sharing the program with others
- Developed a system to help girls look at questions involved in career decision making, but did NOT include career decision making per se (too young)
- Have communicated results to other GS Councils BUT not to Milwaukee schools

Sonia Snyder, Washington, D.C. - Energy Conservation Program:

- Did a survey and found "energy" to be a topic of interest
- PEPCO (power company) trains volunteer leaders for this program
- One of the valuable things learned was how to use community resources
- Nobody turned us down
- Over 4,000 "person-hours" involved - only 400 ours
- 217 community agencies are working on the "energy related careers" portion of the program. They include, for example, AFL/CIO, 4-H, Kiwanis, and JCs who work with girls on specific things related to energy careers. About one-third of the total program on energy can be related to careers.

Cecilia Cordeiro, Bergen County, New Jersey - The "Green Circle" Program:

- "Green Circle" is not a career education program, but it is a human relations program designed to make people sensitive to others who are different from themselves.
- We have trained staff from 14 school systems in this program because of our desire to reach all children, not just those in Girl Scouts.
- In addition to this, we have run career nights for high school and junior high school girls on engineering, human services, and law.

Mary Williamson, Philadelphia - The "Creating Our Futures" Program:

- Three objectives of the program:
    - To encourage active exploration of personal potential;
    - To foster the girl's use of the planning and decision making, and

    - To provide opportunities for girls to become aware of and prepared for future options

- Because girls will change occupations during their adult lives, there is a strong emphasis on helping them developing planning and decision making skills.
- It's a program with a high interest in making girls aware of non-traditional jobs women could consider BUT without over doing this emphasis.
- Includes (1) externships, (2) career conferences, and (3) values clarification
- Goal is to make "careers as popular for Girl Scouts as "camping" currently is
- They find that, with this emphasis, the pool of volunteers is coming much more from employed women and fewer from the "mother pool."
- Total program includes a summer program aimed especially at helping girls, who will seek to enter the labor market direct from high school, make better career choices.
- The "Extern" Program:
    - Girls (seniors) go with a sponsor for 1-3 days of career exploration (some school districts let them off school to go, while other girls have to go on vacation time;
    - Sponsors are usually women (for purposes for providing role models); and
    - I find the sponsors myself, and the program will eventually be managed by a volunteer.

Nancy Bennett, Dallas, Texas:

- Has done career seminars cooperatively with YWCA and Campfire Girls helping
- Has done a one-day simulation game for high school girls concentrating on decisions they will have to make between ages 15-25
- Speciality type programs:
    - "Wider Opportunities" is a GSUSA program that a local GS Council can put on and invite Girl Scouts from all over the nation to come;
    - Dallas put one on for "Career Exploration in Fashion Careers," a two-week summer career exploration program; and
    - In 1979, Dallas will put on another "Wider Opportunities" program, but this will be in "competitive sports"; their survey showed this most popular.

Nannette Enlowe, Atlanta Georgia:

The Northwest Georgia Girl Scout Council recently held an event for middle school girls at Clark College. The theme was "Free To Be Me," and the focus was on providing time for the girls to meet and talk with professional black women in the fields of television, radio, newspaper, religion, public safety, engineering, and medicine. Over 100 Girl Scouts and other girls participated.

Rose Marie Duffy, Lima, Ohio:

- Our Girl Scout Council has been doing basic vocational readiness training for MDTA trainees. We decided that if these MDTA trainees are to be assigned to us for their work stations, we should teach them something about work skills.
- We use the MDTA trainees in our summer program when we have special programs (such as for delinquent youth - MDTA trainees are camp counselors).
- The basic training given MDTA trainees includes teaching them about career choices, it seemed a foreign topic to them.
- The "From Dreams to Reality" material was beyond them; their levels of aspiration were too low to make these materials appropriate.
- Their attitude toward work was so negative it was keeping them from being productively employed in the broader society; they needed the skills we gave.

Sonia: Our experience as different. We have worked three years with the Manpower Commission using MDTA trainees in our scouting offices. While there, we have let the trainees choose what vocational skills they want to acquire during the ten weeks they are with us. Each one gets a vocational skill while working in our summer program.

We found this approach to MDTA trainees pays off in that, now, both NYC and MDTA trainees want to work with us.

Career motivation is there within these persons, but it's simply a matter of working hard enough to find it.

Financially, it costs our council money to work with these youth, but it's worth it in terms of our total mission in spite of this.

Mary: In Philadelphia, we, too, have had some MDTA trainees. We've had some of them who, after the summer experience, took over a scout troop as a volunteer during the regular school year.

The following are thoughts of participants regarding YEDPA and scouting:

Nannette: If we went into YEDPA, we would have to (1) consider the feelings and attitudes of our board of directors, and (2) shift gears so that we could work with youth having different values than those we have typically worked with.

Rose Marie: We would have to see a payoff somewhere; this wouldn't for example, increase our memberships in Girl Scouts.

Bruce: However, in NYC Exploring, we have been able to increase our membership by using career education. This could also be done using YEDPA.

Sonia: YEDPA eligible youth are persons with good basic coping skills. They had to acquire them to survive.

There is a responsibility to work with YEDPA youth; we need to assist in their personal career development as well as provide them jobs.

Cecilia: In working with CETA youth last summer, we found difficulty interesting these youth in taking summer jobs at resident camps at the salaries we could pay.

Nancy G: The National Girl Scout Board is committed to reaching ALL girls, so working with YEDPA youth would certainly be consistent with our mission statement.

Sonia: Yes, we've got to find ways of serving youth who don't come to us and ask to be Girl Scouts.

The following statements are thoughts of participants regarding scouting and the education system:

Greg: The scouting movement needs education; after all, education has the kids eight hours a day, and scouting has them only two hours per week. What the education system does (or doesn't do) for kids affects the degree to which the goals of scouting can be reached.

Ron: In the past, the role of education was primarily basic academic training, and the role of scouting was seen as recreation. These clear role differences no longer exist; for example, many schools now are moving into "outdoor education."

Nancy G: Scouting deals with intangibles that the schools have trouble delivering (because of large class size). For example, values, promoting feelings of self worth, values with respect to dealing with other human beings, and values with respect to contributing to society. In the small group sessions in scouting, we can deal with these intangibles.

Greg: In the past, scouting hasn't involved enough educators on scout boards and educators haven't involved professionals in scouting on their advisory committees. This is now changing in positive ways.

Nancy G: By fall, these materials, along with training manuals, will be in the hands of the 350 Girl Scout Councils in the USA. The councils could then approach the schools and offer to share the materials and/or conduct sessions with school pupils using the materials.

Cecilia: In New Jersey, education must move toward affirmative action; these materials are a concrete way of doing so.

Nancy G: If we can get these materials before the public, perhaps they will urge school systems to use them.

Ruth: "Anything You Want To Be" materials (for 4th, 5th, and 6th graders) can be used, say, by a Girl Scout troop at that age level as a presentation to be made to a class of second and third graders. Some teachers welcome this help.

Nancy B: Our Daisy magazine and American Girl magazine both run articles on careers for women. Half the subscribers to American Girl aren't Girl Scouts. These publications are certainly valuable for education's career education effort.

The following statements are consensus of prime ways Girl Scouts can help the schools in career education:

- Providing materials and expertise useful in reducing sex stereotyping and helping educators improve their ability to meet this goal;
- Providing volunteers to help with education's career education efforts; and
- Using Girl Scout meetings to help youth develop their own personal values including work values, in ways that help the goals of career education to be met.

*Issue: In what ways can Exploring contribute to education's career education thrust?*

Bruce: Scouting has been engaging in "career exploration" since 1911 when the merit badge program was introduced.

Jim: I see scouting as a catalytic factor in getting educators together with the business/labor/industry community. Exploring has worked with the B/L/I community for many years. It has built up contacts that they can make available to educators for use in career education.

Greg: Exploring isn't a program; rather, it's a methodology, a vehicle for matching student career interest with community resources. That vehicle is being used to show B/L/I personnel how to help youth deal with career choice problems. What B/L/I personnel learn from participating in exploring can surely be helpful as these persons work with the schools in career education. Exploring is a vehicle for use in work experience/career exploration.

B/L/I community cannot possibly provide enough spaces for all junior-senior high school youth to participate in meaningful work experience and/or career exploration activities during the working day out on the job site. As schools ask the B/L/I community to increase their efforts here, the B/L/I community is becoming more and more worried about being able to do so.

Exploring can serve as an answer on the following grounds:

- Exploring programs operate in the evening. The employee serving as an advisor isn't being taken away from productive work on his/her job.
- Because employees volunteer as exploring leaders, they don't cost the company any money.
- By operating at night, the plant facilities are relatively more available to youth for "hands-on" career exploration, using such facilities at "nonpeak" times is better for the youth.
- Exploring allows 1 volunteer to serve up to 30 youths; doing it during the regular working day may often require a 1 to 1 ratio of employees to youth.

The following statements were objections to the above ideas:

Sonia: There is value in youth seeing the plant during the day at full production time.

Nancy G: Career education is an investment, not a cost, to the B/L/I community; i.e., if the B/L/I community doesn't participate, they will have employees who cost them money in many ways, plus others who aren't working at all and must be supported with tax dollars.

Bruce: Scouting professionals could train educators in career education.

Ron: Scouting can help career educators manage volunteers.

Greg: In Oregon, two units in "career education" are required for graduation. Exploring can serve as an experience for gaining those two credits through "off-campus learning."

Jim: Our career education committee is made up entirely of educators, and they have to learn about career education by serving on this committee.

The following statements are how exploring can best help career education in schools:

- Opening contacts with the B/L/I community;
- Serving as a vehicle for career exploration and work experience; and
- Helping schools in obtaining and in managing volunteers.

*Issue: How could Boy Scouts and Girl Scouts work together to reduce sex stereotyping?*

Ron: There are 100,000 girls in exploring now; many Explorer leaders are women who, themselves, serve as role models for reducing sex stereotyping.

Carlos: We don't need "sex stereotyping" as a priority goal since there is no restriction in freedom of choice between boys and girls in selecting Explorer posts. Girls and boys are in the same Explorer posts.

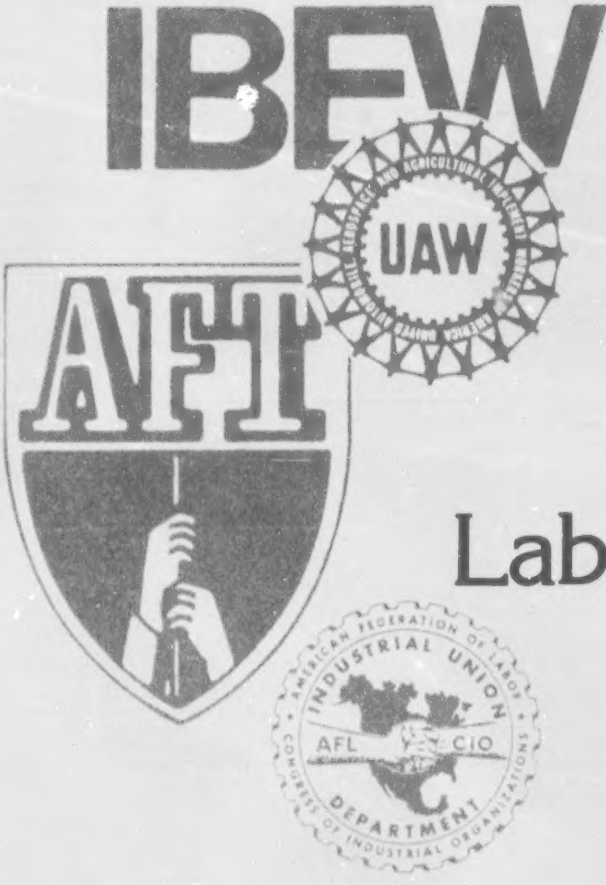
Mary: If Boy Scouts had a strong national policy on stereotyping, it would be a very positive thing to do.

Bruce: We could, in our exploring materials, emphasize stereotyping more; but we already do give some emphasis to women in nontraditional careers in our magazine and in our Explorer post activities.

Nancy G: We should recognize there are no women in nontraditional occupations to be found anywhere in the Boy Scout Handbook.

Bruce: The way we really need to begin reducing sex stereotyping is by having our respective organizations work more closely with each other. Our agencies represent the epitome of sex stereotyping (except for exploring); and if we expect to change the attitudes of the young people, we have to start by "cleaning our own houses."

# MINI·CONFERENCE
## 5


IBEW
UAW
UNITED AUTOMOBILE, AEROSPACE AND AGRICULTURAL IMPLEMENT WORKERS OF AMERICA
AFT
AMERICAN FEDERATION OF LABOR
INDUSTRIAL UNION
AFL CIO
DEPARTMENT
CONGRESS OF INDUSTRIAL ORGANIZATIONS

## Labor Unions

FEBRUARY 6·7 1978

## LABOR UNIONS

### Participants

Al Lorente
United Auto Workers
Detroit, Michigan

Jim Ward
American Federation of Teachers
Washington, D.C.

Kenneth Edwards
International Brotherhood of
Electrical Workers
Washington, D.C.

Harold O'Reilly
United Auto Workers
Bridgeton, Missouri

Joseph Uehlein
AFL - CIO
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Carroll Hutton
United Auto Workers
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Graphic Arts International Union
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Amalgamated Clothing and Textile
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United Auto Workers
Madison Heights, Michigan

Buford Holt
United Auto Workers
Greenwood, Indiana

Robert M. Strauber
United Rubber, Cork, Linoleum
and Plastic Workers
Akron, Ohio

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### *Issues Raised by Participants*

1. Where does career education fit into the whole educational process; what are the goals of education?

2. Qualifications of teachers to do career education.

3. Danger of displacement of adult workers as a possible problem for career education.

4. How to improve communications among labor, education, business/industry, and local government.

5. How can the goals and philosophy of organized labor be infused into the content of career education?

6. Where is organized labor most needed in career education?

7. How can organized labor best participate in teacher in-service in career education?

8. How can organized labor best participate in implementing career education?

9. What is the role of organized labor on community career education advisory committees?

10. How can or should federal policy affect local decisions in career education?

11. How can the benefits of unionized occupations best be made part of career development for youth?

12. How can media presentations be changed so as to bring more status to unionized occupations?

13. How can organized labor contribute best to the developing NOIC/SOIC system?

14. How can organized labor get more involved in developing high school curricula in vocational education?

15. How can career education be operated in ways that avoid premature occupational choices or "pigeonholing?"

16. How can the focus of career education emphasize more the qualities of successful workers?

17. How can organized labor best collaborate with the schools unfiltered by also trying to collaborate with business and industry?

18. How can organized labor best work with Junior Achievement? With NAB? With NAIEC?

19. How can organized labor best participate in CETA youth programs related to career education?

20. How can career exploration be carried out in ways that still allow time to adequately cover academic subjects?

21. How can career exploration be done in ways that (a) protect the minimum wage and (b) doesn't displace adult workers?

22. How can union volunteers be expected to participate in community collaborative efforts when these consist of daytime meetings called by the

Chamber of Commerce that cause union volunteers to lose wages by attending?

23. How do we get a clear notion of what career education really is?

24. Does "collaboration" in career education mean "domination" by business and industry?

## *Discussion of Issues*

### *Issue: Role of organized labor on community career education advisory committees*

Carroll: Communities are always asking for labor representation. When labor asks, "What do you want us to do?", that question is seldom answered. Organized labor does have positive contributions to make to:

- Curriculum - what should be taught?
- Career education resource persons - who should serve?
- Field trips - why not include a visit to the labor union hall?
- Contributing to discussions at the career education concept.
- Cooperative education and work experience programs - how should these operate?

Bob S: There are many mindsets we run into; one of them is that the business/industry community seems to be most interested in:

- Training local people for local jobs; and
- Putting Milton Friedman and Alan Greenspan in the school curriculum; therefore, "the proper role of organized labor may not be one of serving on a single community career education advisory committee."

Jim: I agree. School administrators who are calling the shots for career education are basically anti-union persons.

Should a separate "school/labor relations advisory committee" be formed?

Carroll: In Michigan, with 1½-million union members, we haven't had problems getting equity; in other states, perhaps this would happen.

Bob S: In Akron, there's no way we could do what we do with career education if we were just members of one "community career education advisory committee." We need a "school/labor relations advisory committee" that, in functioning, goes beyond simply career education to all kinds of concerns of organized labor related to education.

Ken: A separate group is not needed in Montgomery County, Maryland. There, the career education advisory committee (22 persons) is composed of 5 union representatives, 5 business representatives, 5 educators, 2 students, 2 community based groups, 1 CETA representative, 1 local government representative, and 1 special need representative. All of organized labor meets separately to react to recommendations to this broad group; and based on their reactions, they try to influence various education governing boards.

Until three years ago, organized labor wasn't represented NOT because they weren't invited but rather because educators gave them nothing to do!

Bob S: A K-12 career education advisory committee should be required to have balanced representation from organized labor, business, and industry. When you add a fourth group called the "professionals" and then assign each of the four groups equal numbers of persons, labor is underrepresented again!

Ken: Representatives of organized labor to career education advisory committees should come from a variety of segments of organized labor NOT, for example, only from the building trades.

Carroll: This is a very important point. The labor movement should appoint its own representatives to the career education advisory committee. The local career education coordinator should contact the local central labor council and ask them to name the representatives. Where independent unions also exist that are not part of AFL-CIO (for example, UAW, Teamsters, United Mineworkers, etc.) they should be identified in the "yellow pages" and also asked to name representatives.

The following is a consensus of the participants:

It is essential that organized labor be equitably represented on local career education advisory committees.

The principle of the importance of direct contact between the education system and organized labor in local communities is a sound one.

The notion of a separate "school/labor relations advisory committee" should be regarded as an option to be exercised by those communities where it is needed and ignored by those communities where it is not.

*Issue: In what kinds of career education activities should organized labor participate?*

The following statements are first directed at the elementary school level:

Ken: Career awareness, i.e., "I am an electrician. This is how I help people" type of thing; wearing work clothes to class is helpful.

At the junior high school level:

Ken: Issues of collective bargaining, arbitration, role of organized labor in community services (for example, contributions to the United Fund).

Topics such as "what's it like to be a family on strike?", minimum wages, it's necessity and meaning, workman's compensation, educational requirements for various occupations, and some information regarding the local labor market.

Bob S: We could also talk about careers in organized labor. There are 600 in Akron alone.

Carroll: For UAW, there is about 1 person working full-time in the organized labor movement for every 350 employees (including those released from their regular jobs to serve full-time as, for example, specialists in health insurance, retirement, etc.

And at the senior high school level:

Ken: Guidance is important. Each year about 28,000 letters from high school students inquiring about electrical careers are answered by our union.

Unions can provide help and assistance to schools interested in building competency tests to see what students can do.

Al: Union people see the suffering people go through when they leave school unprepared for what they will find. That's why we know the competencies youth will need. We've identified such competencies, in Michigan, needed to serve one's role as worker, as family member, as community member, etc.

Carroll: Senior high students should be aware of the history, philosophy, policies, structure, achievements, and goals of the American labor movement. While this content is important for all students to acquire, it is especially important for those who won't go on to college. This could be done in social studies for all students and in vocational education classes for those who won't go on to college.

*Issue: How does organized labor want schools to operate in getting resource persons from organized labor?*

Carroll: It's essential to go through the Central AFL/CIO Labor Council.

Bob S: If you have a "school/labor relations advisory committee," that committee could be used to identify resource persons.

Carroll: Okay, if such persons have been named by the central labor council. Labor union persons need to be trained to work in career education.

Al: UAW has had Department of Labor (DOL) funding for retirees to learn how to help counselors help students learn about apprenticeship.

We have helped students go through preapprenticeship testing in some schools. Some have discovered youth deficient in basic skills, and this has even influenced curricular change in some schools.

Bob S: In Akron, we train the union persons by getting them together on a 1:1 basis with a teacher; it's an on-the-job-training type of thing.

Carroll: There are many journeyman retirees who could be used as career education resource persons in schools. For example, DOL grants have allowed us to pay retirees $4.50 per hour for up to six hours per week.

Al: It's also possible and desirable to use apprentices themselves, as role models, to work with high school students considering apprenticeship. We've found it possible to do this to break stereotyping both for minorities and for women in nontraditional occupations (since UAW has moved in this direction and now has apprentices that could serve in this way).

There is a question of paying for use of members from organized labor. In the case of retirees, UAW has used DOL funds. The problem for regular union members is pay for released time so they can go from the job to the school setting. This, too could be funded through DOL but isn't at present. Title III of CETA would be a good bet.

Some mechanism is needed to pay for use of current apprentices in school career education activities as role models. DOL funds could be used here too.

Carroll: Implementation of career education demands that some systematic attention be directed toward specifying the curriculum regarding organized labor that is to be infused into the total career education effort. There is great need for a project NOW that aims to specify that content and make it available to career education practitioners concerned with implementation. This is something the NACCE should seriously consider funding as a special project.

*Issue: What sources for curricular content of organized labor exists?*

Ken: Speaker's Manual from AFL-CIO; schools can get it through their central AFL-CIO labor council.

Where strong organized labor doesn't exist - Delmar Publishing Company's Industrial, Labor, Community Relation is available.

Where organized labor is strong - N.Y. State Department of Education publishes Labor/Management Relationships, a core curriculum of related instructions for apprentices.

Bob S: AFL-CIO Film Catalog (local labor union councils have this)
Many AFL-CIO pamphlets and reprints are available to schools free from their local labor councils.

AFT - Teaching Guide for Labor History is an outstanding publication.

Joe: There is an AFL-CIO School Kit available from the education department of AFL-CIO. This can also be obtained through local labor councils.

Bob S: Every international union has a monthly newspaper that is available free. Schools should also subscribe to the official AFL-CIO monthly journal, THE FEDERATIONIST.

Ken: IBEW has a separate kit for use with students that is free; this is NOT typical of most international unions.

## *Issue: Organized labor views on field trips*

Bob S: Management and unions should be contacted jointly to plan field trips. Unless organized labor is involved, the field trip becomes quite different. With the help of organized labor, students can see and experience much more on field trips. This should be done routinely, but most schools are still contacting only management personnel to arrange for field trips.

Camille: The field trip could very easily start at the union hall.

Buford: Unless you go to the union hall, you have trouble learning how unions really operate. You can't see this if you just go to the plant itself.

Lima, Ohio is an excellent example of organized labor's involvement in planning and carrying out field trips for career education.

Ken: Some school people call a construction union and ask to go on a specific construction site. Often, they are turned down because the particular site they have in mind is too dangerous. IF they will seek advice from the construction union about where safe sites are located, they are apt to get positive responses and cooperation.

Youth should, in the materials they take back from the field trip, be routinely given some information about the labor unions operating at the site of the visit.

## *Issue: Providing in-service training for classroom teachers about organized labor*

Bob S: The URW Akron model went like this:

- Establishing relationships with the career education coordinator. Asked that one person from the school's career education staff serve as liaison person with the local school/labor advisory committee.
- Held a series of meetings between the school/labor advisory committee and the school's career education staff.
- Arranged, through career education staff, to participate in regular monthly in-service meetings with teachers - have participated in two of them this year. Last time attendance was 47 teachers (during a snowstorm) whereas average attendance is only about 30 teachers which is a very good response.

The College of Education, University of Akron has conducted in-service seminars for career education that involve granting university credit. This year, labor and management will put on a seminar on "conflict resolution" where they will take enrollees through the negotiations process using simulation.

Currently, they are seeking OCE funds to:

- Establish a labor resource center in the school system as part of the career education resources library; and
- Conduct a three-week program for eight to ten teachers that will involve:
  - Giving them detailed content about organized labor
  - Helping these teachers build this content into their infused career education curriculum modules. We hope these eight to ten teachers will then share their products and enthusiasm with other teachers in the system

Carroll: What are the chances of using the URW Akron model in other places?

Bob S: The model could certainly be shared with other unions.

Carroll: This model could be used in a community with multiple unions, each of whom could, in turn, share their experiences with their counterparts in other communities. The national union offices should be informed whenever this kind of thing occurs so they can, if they choose, share it with other locals.

*Issue: On what basis can union leaders be sold on working in career education?*

Carroll: Many union leaders object to working with schools (in career education or on any other thing) because it takes time away from upgrading the local union people. The main education job of labor union education personnel is training members of the union, NOT working with the public schools.

Joe: In Connecticut, getting unions involved was very slow at first. I was not paid as a full-time education representative for the Connecticut AFL-CIO. On my own initiative, I spent a great deal of time working on career education. As the need for career education became more and more apparent, the central labor councils become more and more involved.

Buford: Those who run the unions don't object to our working in career education. Rather, it's the guy in the union shop who needs, for example, to get his grievance cleared up and, instead, finds us running around to schools doing things like career education. You can see where they might think we should be staying home helping our own union members.

Carroll: To implement career education, you will have to look for communities where the leadership of the local union will support involvement of organized labor. If the local leadership opposes it, don't try it. There is no point going to bat with two strikes against you.

Ken: The best place to start with organized labor is at the local rather than at the national level. If you try to go from the top down, you are apt to lose. Unlike management, union leaders are elected by the membership; it's a very democratic process, i.e., bottom up is much better than top down.

Al: The UAW career education policy is from the top down and will eventually be adopted at the local level, BUT it won't be forced on any local affiliate of UAW.

The consensus of the participants was the best approach to seeking involvement of organized labor in career education is to go from local community to local community; they felt if they did that, they would make good progress.

## *Issue: Positive indicators of progress*

Carroll: We're much further ahead now than three to four years ago. Organized labor is now more interested in working with school systems.

Ken: More and more of our locals are assisting in career education workshops and career services and making students aware of occupations available in the electrical/electronic industry.

It was difficult at the outset to get unions involved. But in a 12-month period of time, we were very successful. Five major Central Labor Councils (CLC) appointed one person to work with career education on a part-time basis. The CLCs are Hartford, New London, Bridgeport, Stamford, and New Haven. So as you can see we were highly successful.

Bob S: There's an "apple pie" pitch to use that goes like this: "Schools do a lousy job teaching about organized labor. Career education has opened the door to let us in; let's take advantage of it."

Carroll: Two additional points on which career education can be sold to organized labor:

1. Labor knows how fruitless and frustrating it is to give youth only very narrow entry level vocational skills. Career education doesn't do that and, on the contrary, concentrates on employability skills that can be used no matter what occupational changes the individual may have to make.

2. Career education is out to change the education system. As taxpayers and parents, we need to get involved in studying and making recommendations about it.

Buford: When things are all fouled up (like education has been), it's not too hard to sell something that calls for change.

The following is a general consensus of the participants:

Broad implementation must be done efficiently and effectively. Efficiency demands that we take selected local examples rather than try to "shotgun" the national. The goal should be to build "success" examples; one local group every four to six months might be about right.

If Bob Strauber's Akron plan is used, some small amount of federal assistance will be required. The contributions in kinds of organization labor will exceed the federal share by a wide margin, but you can't ask the secretary treasurer of the union to take, say $10,000 of union member dues to pay teacher stipends for the kind of in-service workshop in the Akron plan.

Organized labor is not unwilling to invest some of its own resources especially donations of time and personnel, in helping to provide in-service training for teachers in career education; but it is unrealistic to expect that they can make cash contributions.

## *Issue: 1977 AFL-CIO resolution on career education*

Bob S: No individual is a member of AFL-CIO. Only unions are members.

AFL-CIO doesn't govern the affiliated unions, but these affiliated unions do use AFL-CIO guidelines.

We have no argument about what AFL-CIO has said about career education. It's simply a way of agreeing with basic career education concepts and saying they will support career education efforts that utilize them, while, at the same time, failing to support career education if these basic concepts aren't followed through to the implementation stage.

Ken: The 1977 resolution needs to be compared with the 1974 and the 1972 resolutions on career education. Much progress can be seen to have been made.

Bob L: If AFL-CIO hasn't come all the way on career education, you have to recognize that education hasn't come all the way either; i.e., there's still much resistance to career education within education.

## *Issue: Organized labor views on CETA youth programs and career education*

Ken: It's a standing policy of our union to get involved in community efforts. In Montgomery County, Maryland, until PL 95-93 came into effect, CETA people and school people had never talked to each other. When the new Youth Council called for under this law was established, we (the union) encouraged the school sytem to apply for the Title II, Subpart 3 grant of YETP. The "Career Resource Centers" operating with these funds were specifically designed to serve the economically disadvantaged (as they should be); but they are to be in the community and serve all citizens, both youth and adults.

Bob S: Every CETA council has an executive committee including at least one person from education and one from organized labor. Schools need to know how to get CETA grants. Labor persons can be of real help to educators if educators will ask for and take advantage of organized labor as a source of assistance.

Al: In the Michigan Manpower Advisory Council, we could see that Title II, Subpart 3 of PL 95-93 had lots of career education implications; BUT we didn't have time to get the word to LEAs in order for them to prepare and submit reasonable proposals.

Organized labor would, in general, support the career education portions of Title II, Subpart 3 (transition services) for all youth.

### *Issue: Work experience in career education*

Al: The research in the Schulman paper on organized labor's position on work experience is very consistent with the current truth.

AFL-CIO is opposed to paid work experience where it neither (1) undermines the minimum wage or (2) displaces adult employed workers.

The following statements by the participants are alternative forms of work experience that organized labor could support:

Al: Some UAW plants have observational work experience that is unpaid and displaces no currently employed worker.

Buford: We had a program where youth gained work experience repairing alternators in a special room. We did NOT place them on the assembly line where this task was being performed by regularly employed workers. It was a training program for hardcore youth training.

Al: A retiree arranged to have some outdated dies shipped to a school. The instructor had the kids design parts to come out of these dies, and they actually produced them. BUT, because the products were never sold, organized labor didn't object.

Ken: For years, various construction local unions participated in a house-building and other community projects under conditions where the total project is supervised jointly in labor and management. This is okay, even though the houses are sold.

### *Issue: Possible legal problems with work experience in career education*

Ken: Two groups are not exempt in any way from the 18-year-old minimum age for working: the manufacturing and the mining industries.

Al: The Michigan auto plants won't hire 17-year-old youth because to do so would greatly increase their insurance rates.

Ken: In California, schools started small business operations (such as candle-making) and competed with private small business operations. They passed a state law forbidding this.

Some states have mandated that if youth are in work experience programs, schools have to have insurance to cover them. This scares them.

Forty-seven percent of youth 16-19 years old, are working part-time now, (including both in-school and out-of-school youth). Some of this part-time employment could be legalized and cleaned up so as to make room for more youth to work. For example, youth with work permits who are in school are supposed to work only 20 hours per week, BUT many are working closer to 40 hours per week now. Such youth should be monitored; schools have lost track of youth with part-time jobs, except for those in co-op education.

There are 12 million illegal aliens working in the USA that are taking jobs away from youth and adults today.

In Washington, D.C., the carpenters have lowered their apprentice age to 16 years of age. Youth can serve one year of apprenticeship while still in high school. This is progress.

Al: Laws have changed so much in the last 12 months that it is now dangerous for any company to donate equipment to a school.

### *Issue: Advice from organized labor on hand on work experience*

Do not try to change child labor laws or reduce the minimum wage in the name of career education.

Legal visable alternatives to paid work experience are available.

Career education programs must not violate collective bargaining agreements or displace employed workers.

Educators should be encouraged to seek out work experience opportunities in sites where organized labor exists as well as in other sites.

NOTE: The point here is that, in the past, some educators have sought to avoid work experience sites where organized labor exists because they didn't want to deal with organized labor. This is no positive solution.

No generic list of "legal viable alternatives" can be generated here that will apply on a nationwide basis. State laws must be consulted each time; what is a "legal viable alternative" will vary from state to state.

There was a consensus of the notion that the purpose of work experience in career education should be anything but career exploration is untenable. This is its only purpose.

Ken: Work experience should be an option available to all students, but not a requirement for any student.

John: Career education should consider ways of using the "related training" facilities of organized labor for simulated work experience. Most unions have such facilities where they train apprentices before they go out on real jobs. Such arrangements would have to go through the union policy approval process before they could be put into operation, but it is a good thing to think about.

A consensus of the participants was that it is absolutely essential that a minimum of two representatives from organized labor be named to the National Advisory Council on Career Education.

In closing the participants agreed on this idea: Consider making a new OCE monograph based on (a) notes from this mini-conference (b) the Schulman paper, and (c) the Bommarito paper.

# MINI·CONFERENCE
# 6

National Alliance
of Business

FEBRUARY 8·9 1978

## NATIONAL ALLIANCE OF BUSINESS

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### *Issues Raised by Participants*

1. Lack of money in education to implement career education.

2. Lack of background of educators to work on career education.

3. Lack of involvement of higher education in education/work relationships.

4. How to sell corporations on National Alliance of Businessmen (NAB) program.

5. How to combine selfish interest of employers with community interests.

6. Where should focus of motivators be?

7. Diversity in nature of the problem and opportunity - from affluent to poverty.

8. How to maintain a sustaining effort in NAB career education efforts.

9. How do we establish better communication with educators and with the B/L/I community with reference to community resources for career education?

10. Developing and exploiting available resources for teachers to use.

11. How to coordinate community career education efforts.

12. What is the optimum community size for collaboration?

13. What personality types best make collaboration happen?

14. What are optimal institutional arrangements for collaboration?

15. How to get upward and lateral communication for collaborative efforts.

16. How to tie local NAB efforts with NAB national.

17. How to get educators to participate in summer NAB programs, especially teachers.

18. How do NAB Career Guidance Institutes relate to counselor education?

19. How to get counselors more involved in career guidance.

20. How to move the school board to improve the school system when children of community leaders are in private rather than public schools.

21. How to institutionalize Career Guidance Institutes (CGIs) and make them become a total community effort with NAB out of the action.

22. How to make collaboration move beyond good intentions to effective efforts.

23. How to get educators to use program materials once the business community has developed them.

24. How to keep interests of top business leaders while depending on the actions of the "go-fers."

25. How to make YIEP-DOL effort work.

26. How can "collaboration" mean a joint contribution of B/L/I and education rather than B/L/I alone?

27. How can small business get more involved in community collaborative efforts?

28. How can school systems overcome time constraints in planning and carrying out community collaborative efforts?

29. What are the appropriate long-run time lines for community collaborative efforts?

30. Clarification of goals - What is the purpose of NAB Career Guidance Institutes specifically and community collaborative efforts in general?

31. Turfsmanship problems - relationships between counselors and teaching faculty - How can the business community most effectively overcome this?

32. How to involve private as well as public schools in community collaborative efforts.

33. Stereotype problems - educators versus businessmen - Images they have of each other.

34. How to get information systems built, retained, and shared with the broader community as well as with educators.

35. How to avoid overuse of business leaders in CGIs and community collaborative efforts.

36. How to translate philosophical support into effective action (a) in terms of classroom teachers and (b) in terms of business coming to schools.

37. How do the politics of education influence community collaborative efforts?

38. How to deal most effectively with out-of-school youth.

39. How to best use media to educate the community to collaborative efforts.

40. How can community collaborative efforts reach those parts of education where youth most in need of help attend?

41. How to help ghetto youth face reality, while keeping options as broad as possible.

42. Where should the perpetuating center for career education be located?

43. Lack of information that schools should have about the future nature of the B/L/I community.

44. How to convince education to move beyond its own resources toward greater use of community resources in providing educational opportunities to youth.

45. How can schools move toward change when their most pressing immediate problem is simple survival?

46. How to relate YETP of PL 95-93 to existing community collaborative efforts when the school system is viewed as one of the "community competitors."

47. How can CGIs make significant change in education when it is such a small financial effort?

48. How can the business community become a unified effort for collaboration?

49. How to get commonly shared in-service training for educators with B/L/I personnel in the same room at the same time.

50. What is the "glue" for a true community collaborative effort?

51. How can NAB effectively influence distribution of YEDPA funds so that they are better utilized?

52. How to sell community collaborative efforts in ways that show each element of the community "what's in it for me."

53. How to help schools gain access to the wide variety of community agencies involved in career education efforts.

54. How to get commitment from the top in education, i.e., business will get involved if they have this level of commitment.

## *Discussion of Issues*

*Issue: How to translate philosophical support into effective action - (a) internally within education and (b) externally from the B/L/I community*

Jim: In Houston, the public schools, with the help of NAB, have established the Volunteer in Public Schools (VIPS) program and vocational education programs.

In VIPS, we have 800 community volunteers who will talk about such things as (a) their occupations, (b) the free enterprise system, (c) living history models.

The school system has set up the computerized VIPS system.

Major problem has been getting teachers to use the resource persons and the resource sites in the community found in this computerized system. By and large, teachers aren't utilizing this system fully.

The VIP volunteer can specify both the topic or topics of which she/he is willing to speak and the grade levels and kinds of students he/she is willing to work with.

Charles: If the federal government would provide the funds, all NAB offices could do things like this.

Ted: The problem is the 137 NAB Metro offices vary so much it's hard to generalize. Some have permanent staff and others are mostly temporary volunteers. A second problem is that most NAB Centers can't accept any money from the outside.

We've used the CGI as a vehicle for getting a community collaborative efforts underway. If the business community feels that what they are doing this year will lead to something in the years to come, they will do it.

Judie: Community coordination is what the Business/Education Liaison (BEL) system of NAB is all about. NAB BEL is in a consortium with NMI and AACJC but is funded by NAB, not by NMI.

Larry: The limitations on NAB activities is that NAB can do what Department of Labor (DOL) says it is to do, not more. There is a need for a central clearinghouse but in large communities, it probably won't happen; i.e., very large urban areas are so diverse so as to negate the feasibility of a single central clearinghouse. In the very large urban areas, the best thing to do is to encourage the various kinds of clearinghouses to work together as much as possible.

Richard: Information is the "currency" we're talking about here. What are NAB offices doing to facilitate information systems?

Ted: A joint effort between NAB and the Cleveland Welfare Federation to set up a computerized system that will have on file 10,000 to 20,000 job descriptions with data on companies that employ people in those occupations. The system will also contain 1,000 audio cassettes of people talking about their specific occupations. Eventually, it will also contain information about education needed to enter particular occupations. The VIS system is going to operate on a "hot line" basis where anyone (including educators) can call and get information. This is being paid for by Title III of CETA.

NAB role - NAB helped develop the proposal, helped get it through CETA, and will solicit the business community resources for the VIS system.

The VIS system will also include a listing of resource persons, plant tours, etc., that will work with schools in career education.

Jim: The problem that remains is how to make sure the resource persons in the system are utilized.

Paul: The CGI is one way of doing it.

Larry: Business/Education/Exchange Program (BEEP) is better. It gets 240 teachers involved per year at low cost and involves three to six days per semester of exchange. It is sponsored by business with teacher released time paid for by the school district.

Charles: This summer, we'll keep teachers two weeks in a business and one week in a classroom. NAB will arrange for it but won't fund it. Teachers will pay their own tuition but will get credit toward degrees and/or tenure.

Larry: We have a plan where teachers are hired by business in the summer and get $100 per week plus academic credit.

Ted: This kind of plan has to be combined with some kind of curriculum so we can make sure its a good educational experience for the teacher or counselor; this is a NAB effort in Cleveland.

Ken: An example of a NAB Career Guidance Institute, we start with a "pink slip" exercise where the participants appear to be fired. Then we ask "What will you do with your life to make a living?" The participants then go through the kinds of things students would go through in career planning.

Judie: The "Community Involvement in Education" program in Santa Barbara, California, is a school-sponsored program which consists of a coordinator, school site career information specialist (Career Center), and teacher-liaison. Credibility of the team effort is increased by including school site teacher. The program, then, is no longer something imposed from district level but is a part of the school site activities and planning.

A lot of in-service training is done for teachers.

NAB can serve as a resource to get community resources for the program.

Larry: Los Angeles has 50 career guidance counselors whose main job is not to work directly with students; rather, it is to get out in the community and see where the jobs and the community resources are located. We are hoping the LA schools will continue to fund this effort.

## *Issue: How to tie local NAB efforts with NAB national efforts*

Ted: NAB national has no vehicle for transmitting information about what's going on in the NAB Metro offices throughout the nation.

Joyce: There is a newsletter that goes nationwide to BEL cities and other NAB Metro Centers.

Lorraine: To what extent are youth themselves involved? Like in VEP? There were over 6,500 eleventh and twelfth graders in 58 cities in VEP last year.

## *Issue: How do CGIs help the total NAB effort?*

Ralph: NAB people participate in CGIs in part to tell CGI participants about NAB, what it is and what it can do to help them.

Ted: The CGIs helped us interest companies in NAB. They pay $1,000 to participate. By identifying counselors, we can use them to get students for VEP. We've doubled our company base through the CGI effort, and we have also made VEP work better because of our contacts with counselors.

IMPORTANT POINT: The CGI has multiple payoffs in terms of building relationships with the various kinds of audiences required to make the NAB mission successful.

Paul: Local companies and corporations are sold on NAB through CGI.

Richard: The CGI helped us get with the school system in terms of positive relationships we had never had before.

Ted: CGI gives us a way to get specific educators together with specific B/L/I personnel with whom they should be interacting to help youth.

Ralph: NAB Career Guidance and Career Leadership Institutes help bring busiiness persons and educational decision makers together to support career education.

*Issue: How NAB influences educational change*

Ellen: CGIs work best if you let teachers get involved in designing their own programs, saying what they need and then using "grads" of CGIs to influence other teachers so you get a real ripple effect for change in education.

Ted: We ask the "grads" to develop a project for use back in their school (as part of requirement for getting CGI academic credit). NAB follows up by sending out questionnaires to "grads" to see if they are doing what they said they planned to do.

Charles: We have one to three teachers participating in a CGI from a faculty, say, of 30 teachers. The CGI "grads" become resource persons to help all others plan for career education. They make up a book at the end of the year showing what they have done. NAB doesn't participate, except as an observer, in this follow-up effort. If a "grad" has a problem, he/she is encouraged to contact the CGI professor, NOT the NAB Metro Center.

Joyce: Many of our "grads" have conducted "mini-CGIs" on their own after returning to their schools.

Charles: If educators attempted to do CGIs by themselves, they would fail primarily because they wouldn't know how to keep continuing, sustaining involvement from the B/L/I community. NAB can help educators do this.

The community "movers and shakers" are behind NAB.

Ted: NAB can help influence educational change by assisting the education system in identifying those parts of the B/L/I community that could be helpful (or harmful) to school career education efforts.

*Issue: NAB involvement with YEDPA*

Richard: YEIP came to NAB's attention through the mayor's office. NAB made a proposal ("x" times) and received a $13-million grant (to the City of Denver). The city is running it through the Manpower Administration. The Manpower Administration, in turn, subcontracted to both the public sector and the private sector. The private sector subcontractor was NAB.

It is an 18-month program involving 4,000 youth, 2,000 in private sector and 2,000 in public sector. Of the 2,000 private sector youth NAB is working with, two-thirds are in-school and one-third out-of-school youth.

NAB goals are to give youth (a) specific vocational skills, (b) good work attitudes, and (c) assistance in school-to-work transition.

Denver school system is NOT being asked to do anything internally to help keep these youth in school; they do identify them for NAB.

Youth will work 18 hours per week during the school year and 35 hours per week during the summer.

Were it not for the good relationships NAB has built with the Denver Public Schools, it is unlikely that this project could work.

Ted: In Cleveland, the only role of NAB in YEDPA was to write an endorsement letter for proposals developed by the school systems. This is going to make it harder, in the future, for schools to get other community elements to work collaboratively with them.

The quality of jobs in the private sector that can be made available to youth, under YEDPA, is vastly superior to those that can be made available through the public sector. The private sector is important in the long run success of the YEDPA effort.

*Issue: What would NAB have to offer to make schools want to be involved?*

Ken: If career education is to be infused, it can't just be done by education. This is the problem: What makes a curriculum? In the end, it's society that decides. The only way NAB can help infuse is for teachers to get a clear signal from society that it wants this kind of curriculum (infused career education). Insofar as NAB represents a part of society, they can help generate that signal.

Larry: Curriculum is not made by the business community but by the education hierarchy. We need dialogue at that high academic level because this is where the curriculum is hatched. There is a director of continuing and career education in the LA schools. But this is still foreign country to the part of the organization that runs the schools.

Ted: Career education is not just a neutral element in schools. It presupposes values: (a) It's worth it to work; (b) The places where you go to work are worth it; and (c) It's worth it to shape the curriculum to accommodate these. The difference is between how education community and business community feel about this.

Judie: There is no single, organized entity called the "business community." It is fragmented, but NAB could provide the focal point for business organizations and representatives to reach education.

Ralph: You change strategies. Certain career education concepts are needed, but the typical teacher will not respond if he/she is approached from a career education base. So we say, for example, there are certain math concepts to be taught and use career education as a vehicle to teach math concepts. Get math teachers together; they know the concepts. Get illustrations of these concepts from business and ask whether these are useful.

NAB has a major role. It could help teachers in strategy planning.

Ellen: They won't do it.

Charles: We had a committee that made input to the school system. The school board bought it, but teachers went back to what they always did. They recommended learning outside the classroom. Junior Achievement is a way to learn and students should get credit. Teachers/advisors should get credit, too.

Dick: There are two types of curriculum base: One is informal curriculum and the other is prepared materials. You get different reaction from teachers.

Ken: We don't get clear signals from the teachers, particularly those that aren't career education specialists. They are conflicting choices, and all the choices have support in various segments of society.

Ellen: There is a scream for software.

Ken: That's because there are still closets full of hardware left over from when the schools were sold piles of it on the assumption that good software was either already available or "easy to make." Educators were bitten by the software pitch before and they're cynical.

*Issue: What can career education do to facilitate NAB's interest; what would be helpful?*

Charles: It takes money.

Ted: Let's look at what NAB is. We have here some of the biggest metros. Cleveland has about 25 people on the staff. NAB has to fit into a whole set of 19 programs that have to do with youth.

RECOMMENDATION: We can make contacts for a school system or individuals in it. We can ask business people to look at competing priorities. We have structure, relationships; but we are not heavily invested with a large number of resources.

Ken: We, the NAB people, are networkers. This is our main function. But occassionally we come up with innovations and don't have the dollars to follow through.

Charles: Using CGIs is excellent, but there are many other options.

**Dick:** The limitations are teachers' lack of creativity and lack of time. You have to identify creative leaders. We can best affect education through the process of getting through to the system through these opinion leaders.

**Larry:** During the riots in California, the business community decided something had to be done. The picture was that thousands of kids were not motivated in any direction. Now the problems are similar. They get in trouble if they're not motivated toward work values. What can we do, career education is asking.

It's all experimental to see what works. In an industrial society, they have no role models because they can't see people working every day. We want education to take a look, evaluate, and determine if it's useful and then try to incorporate it. Education people have said this model is wrong because you deprive students of the opportunity to learn civics, etc.

**Mary:** With respect to career education and society, the biggest problem is we don't have an official level share generally accepted values. Every time someone favors X, there are three groups opposing it. Things are different now.

## *Issue: How to coordinate community career education efforts*

**Ken:** We must take hold of the good ideas and keep them alive. Office of Education (OE) can help us by identifying the really good things they feel we've done and providing the money to sustain them on a more systematic basis.

**Mary:** I disagree with that. Whatever the problem is, education people always want money. I am sure that is not the answer. If teachers use ingenuity, they have everything they need to infuse without money. Who needs the expensive materials when it falls off their backs like ducks?

Charles: It annoys me that CETA gets all that money. CETA wastes $10-million a day that could go to career education and do some good.

**Ralph:** Ken Hoyt asked us, What can you give me to help career education?", but we were thinking, "What can Ken give us to help us with our programs." Yes, it takes some money, but it doesn't take alot.

**RECOMMENDATION:** We need some vehicle for us to share ideas, concepts, etc., perhaps at sessions like this from community to community.

**Joyce:** We have to decide who we should be appealing to. I think it's the parents instead of business or education. If they know what you want, that's your best pressure group.

**Dick:** If you're going to market something, you look for the smallest group that has the most influence.

Ralph: Education has oversold education: "Get your kids in college so they won't have to work for a living." People aren't thinking about the equally satisfying noncollege careers.

Joyce: Kids want a job but they want meaning out of it.

*Issue: What can career education do for NAB and what can NAB do for career education?*

Ken: We tried to set up a version of YMTF for PTAs, with a match of businessmen to go out to neighborhood parents and give the pitch of career education. NAB wrote up a general message supporting career education and left space for each speaker to fill in their own testimonial.

Ted: The problem is you're never talking to more than 1 or 2 percent of parents and those aren't the problem parents. They don't share the same value system as the others, and it (the career education "pitch") doesn't generalize to reach other parents through them since they generally don't come into contact with each other.

Ken: I agree that PTAs don't reach (even indirectly) all parents. We hoped we could also get our best speakers on daytime talk shows. Remember, we have to work from a zero budget.

Paul: Business/teacher relationships through CGIs are effective. Teacher influence upon kids is substantial. (There was disagreement from some others.)

Larry: Teachers should have knowledge of other kinds of jobs. We can add to teacher information so she/he can teach more effectively.

Joyce: It is our business to help education work. We can give business information on career education.

Judie: Regarding the purpose of education, society isn't sure. NAB is just one of many pressure groups exerting demands on education. Our belief in the value of the "Work Ethnic" is an educational philosophy, though, expressed through career education.

Ted: We have alot of commonality with the labor movement.

Judie: We and other pressure groups should work on this common purpose. (Career education is what we have in common. For example, programs are more effective when management and labor jointly support them. The commonality of career education is stronger than the traditional adversary relationship.)

Ralph: We talk about why it can't be done. Ken (Hoyt), NAB, and others can't do it alone. Is there an agency or combination of agencies where all these activities are coordinated? Perhaps NAB can become that monitor, that facilitator. Nothing from any single group should be imposed upon any other group.

Larry: We are doing this to some extent.

Ted: NAB isn't going to give $100-million to career education, and career education isn't going to give half to NAB. Our base is largely the business community. It can broaden the base of more who want to get involved.

RECOMMENDATION: One way may be to enhance this process through a clearinghouse idea. We shouldn't have to come here to find out what's happening around the rest of the country. This could work by having NAB Metros feed into NAB nationally. Then that mechanism feeds to Office of Career Education (OCE). All other groups could do this, too.

Dick: We have a core here, a starting point. We can petition NAB Central to identify someone outside the formal structure to get this moving. It gets away from the competitive model. If you steal my CGI report, I won't be dimished by it; but it will come back around to enhance what I do.

Judie: The existing career education retrieval systems (from various grants for "centers") have a problem keeping up. They aren't the answer.

Ralph: NAB can't be the center every place. Ken (Hoyt) could identify a person in major metro areas that would assume the responsibility for coordination/collaboration.

Paul: Chamber of Commerce is most viable.

Ken: It needs to be a person.

The goal is: Infusing existing curriculum with career education concepts. We need someone in each community that will facilitate all the groups who are working toward this common goal.

Ralph: In Peoria, Dave Stamback is an example. He never says this is a NAB conference. He gets the groups together that normally fight for the money to help destroy the in-fighting.

I wouldn't abolish competition. But competition ceases to benefit anyone without cooperation and collaboration. We can't bring all efforts together collaboratively but at least bring a nucleus together, perhaps a half-dozen agencies.

Dick: An example of collaboration is adding three more cities to the grant in Denver. But the next test is: Will the cities who now have grants collaborate with exchange of information?

Ralph and Ted: The NAB national newsletter should be kept to, say, one-half page abstracts with name and phone contact.

Ellen: Perhaps we could have a continually updated "hotline" for problem identification.

Larry: The formal NAB youth program is limited. Does NAB want to take on broader dimensions? I don't know if labor would want this.

Ted: I can't believe DOL would object to a one-page abstract.

Larry: Ken's (Hoyt) idea is that business assist education in saying that work is a good thing.

Mary: The materials of career education say it's a good deal more. More than cooperation. All elements could share in figuring out what needs to be done and implementing it.

Ted: Maybe we should consider how NAB is going to change its general role.

Ellen: We have an ongoing problem: personnel turnover. We don't know how to get into communities. Could OCE publish a list of project directors and state coordinators and give them to our office, and then we would give them information?

Larry: The commissioner of education should meet with the Board of Directors of NAB. DOL does this regularly.

Ted: But help is needed in small business.

Mary: The problem of CETA is an assumption that government makes that business will be out to steal the money.

Larry: DOL/Commerce/Justice/HEW: Carter suggested that NAB work with them. We have added education but education doesn't know it.

*Issue: What is there in the NAB mission statement that makes it important to work with education?*

Ellen: We'd have to look at the DOL contract. It says NAB will find ways of preventing youth from entering the poverty cycle.

Charles: There's a letter from Taggart.

Larry: Whether or not there is a contract, we added education as a fourth partner about 18 months ago.

Charles: Taggart wrote a letter about the BEL system spelling out the relationship with education.

Only the 5 BEL sites have funds; other metros don't have funds.

Lorraine: It was supposed to take in additional cities each year. It was a NAB decision not to go further with the BEL effort.

Ellen: If the BEL system disappears, this doesn't mean BEL-like things.

Ted: The question is which NAB metros will choose to do BEL-like things.

Mary: The highest priority of NAB goes to jobs, not BEL or anything else.

How far down in priority are school-age youth? Answer: Would vary from metro to metro.

For example, we had to put top priority on the HIRE program.

Ted: When VEP came along, alot of activity went there instead of into what they were previously doing.

Charles: Our BEL effort is even in an office outside the regular NAB office.

Ted: If we were to establish a network of communications between career education practitioners and NAB Centers, the whole thing would change.

There are some NAB metros with a prime emphasis on youth and others where there's virtually no emphasis on youth.

Lorraine: Youth IS one of NAB's top national priorities.

*Issue: What would be an ideal NAB/education relationship?*

Larry: Ask Commissioner Boyer (USOE) to request a meeting with the NAB Board of Directors. This would be a good first step.

Ted: OE has been absent from much interaction with NAB.

Get OE to provide $100,000 to $200,000 to NAB to provide demonstrations of education/NAB effective working relationships.

Ellen: NAB shouldn't establish Private Industry Councils (PICs) that leave education out.

Ted: NAB is making serious efforts to get control of the $400 million private sector funds for YEDPA. If they get it, NAB should say to DOL that they want to work with education.

Larry: At the national level, education, in the past, has indicated no interest in helping to prepare youth for work.

Charles: Go to the five BEL cities with an OCE visitation team and see what they are doing. If OCE likes it, OCE should go to NAB and ask for more of this.

Mary: To say "youth" and to say "education" are two different things. In a sense, they are "enemies," i.e., the "noneducation youth groups" (community-based organizations) are extremely powerful politically. They have even arranged to do classroom training.

OCE needs to pay more attention to CBOs participating in YEDPA.

Larry: OCE should talk to NSBA and to AASA about NAB.

Ellen: OCE could help NAB if:

- OCE would help NAB people understand what career education is; and
- Every state plan for career education had a NAB representative on its advisory board.

OCE could help NAB if it would pair up OCE project directors and NAB personnel. NAB and OCE could send a joint letter out to NAB Metro Directors and to OCE project directors urging them to make contact with each other.

Ted: The best way government could show its interest in NAB is to supply NAB with funds for demonstration projects. NAB would be pleased to submit a proposal to OCE for next year's funding.

# MINI·CONFERENCE
# 7

FEBRUARY 13·14 1978

## JUNIOR ACHIEVEMENT

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### *Issues Raised by Participants*

1. How can Junior Achievement get its message to parents?

2. Where are the "hot buttons" for teachers to encourage them to participate in career education?

3. How can the high quality personnel in Junior Achievement be retained in light of less than adequate involvement of school personnel in some settings?

4. How can Junior Achievement be more effective in working with the variety of school organizational setups and curricular arrangements that exist at the junior high level?

5. How can Junior Achievement help to get the business community more involved in career education?

6. How can Junior Achievement programs be developed to fit better into both career development and economic awareness?

7. How can Junior Achievement relate with teachers in ways that will keep teachers from feeling we're invading their "turf?"

8. How can we help teachers recognize the noncompetitiveness with education, i.e., the uniqueness of the JA effort.

9. What role does Junior Achievement play in career education?

10. What is the likely effect of declining school enrollments on Junior Achievement interaction with schools? (including teacher need to hold their positions)

11. How can we best reduce the mutual lack of understanding that now exists between persons in the private enterprise system and educators?

12. How can we better brief Junior Achievement persons for Project Business in ways that will help them better function in today's school environment?

13. How can we get educators to recognize that some noneducational community resources are really doing career education now?

14. Who's making decisions about what courses are taught in schools (for example, should we teach economic education or beginning guitar)?

15. How can we build credibility for Junior Achievement in the eyes of of educators?

16. How we get Junior Achievement involvement in "modern" schools where teachers and students vote, rather than administrators "decide," on what is to be done.

17. What is the effect of decentralization of educational decision making on getting Junior Achievement school agreements? (another way of stating question 16)

18. Growing presence of consumer education as a possible negative force for the broader community.

19. How can we obtain a greater understanding of Junior Achievement among educators and members of the broader community?

20. How can Junior Achievement help youth really get into careers?

21. What can Junior Achievement, at the 10-12 grade levels, do to become more involved in career education without losing its identity?

22. How can Junior Achievement help schools avoid "reinventing the wheel" in career education such as, for example, activities like the "adopt a school" program?

23. How can Junior Achievement contribute better to career education's efforts to teach adaptability skills?

24. How can a general school marketing strategy for Junior Achievement be developed when one considers the wide variety of schools that exist?

25. How can Junior Achievement contribute to teaching "what's right" rather than "what's wrong" with the private enterprise system?

26. Are changes needed in order for Junior Achievement to become a more integral part of career education?

27. Is the current apparent necessity for teaching youth such things as basic work habits interfering with the more advanced Junior Achievement program materials that assume such things have already been taught?

28. How can we avoid education systems taking over Junior Achievement program materials and setting up programs of their own which, in effect, compete with Junior Achievement?

## *A General Overview of Junior Achievement - Julia Hubbard*

The major components of Junior Achievement, Incorporated:

- Junior Achievement (for grades 10, 11, and 12)
- Project Business (for junior high students - Kellogg Foundation support)
- Summer jobs program (for disadvantaged youth)
- Applied Management (college business administration students serving as consultants to Junior Achievement grade 10-12 programs)
- Economic Awareness
    - Economics/USA (4 mailings in 2 months)
    - Senior citizen groups
    - Economic awareness for 5th and 6th graders (conducted by Junior Achievement 10-12 grade students)

Junior Achievement for Grades 10-12:

- Basically an after-school program run primarily at night
- Helps students set up and operate their own businesses
- Has been in operation since 1919
- Junior Achievement activities accorded academic credit in 113 high schools now
- Involving about 200,000 students annually, students set up their own businesses, in groups of 15-20 with the help of volunteers from the business community including, typically, 4 advisors - 1 each for:
    - Production
    - Sales
    - Accounting
    - Management
- Typically meet 1 night per week for 3 hours. There are now about 8,000 teams of Junior Achievement advisors - about 30,000 business persons who, in the 30-week period of a school year, devote 90 hours apiece voluntarily, for a total of 2,700,000 hours.

Project Business:

- For eighth and ninth grade students. Runs 9-18 weeks, 1 hour per week, with a business person actually teaching the class (either alone or in team teaching with the regular teacher)
- For each class involved, there's a different business person who stays with that class for the full 9 to 18-week period
- Set up with 7 different topics to teach along with procedures for making field trips and discussing careers in addition to topics on economics such as marketing, etc.
- Started, operationally in 1975-76 with 5,000 students, in 1976-77 involved 28,000 students, and in 1977-78 is involving 70,000 students
- Paid for entirely by local industry and the Kellogg Foundation. Individual businesses pay, on the average, $350-$400 per class to participate

Summer Jobs:

- Junior Achievement arranges subcontracts with local industries to provide jobs for disadvantaged youth. Students arrange, with Junior Achievement help, for example, to subcontract with a GM plant to sort parts (the kinds of tasks regular employees do not get involved in)
- The program includes some attention to economic education for students

Applied Management:

- Primarily involves college juniors and seniors in business administration or accounting. These students become consultants to a Junior Achievement youth company of senior high students
- College students get up to 6 semester hours credit for this experience
- Is now in place in 23 colleges

Economic Awareness:

- One thrust is a mailing of Junior Achievement information to all Junior Achievement stockholders, teachers, etc.- a total of 4 mailings in 2 months.
- A second thrust is a program for senior citizens. Here, college students (former Junior Achievement achievers) set up businesses with senior citizen groups. In addition, they help senior citizens with various community problems. Finally, this thrust also includes training high school students to do work for senior citizens.
- Fifth and sixth grade program - involves taking Junior Achievement senior high students who go into fifth and sixth grade classes to talk about economic awareness and the world of work. These high school Junior Achievement students receive time off from their high school classes to engage in this activity. Has gone from 1,200 to 10,000 fifth and sixth graders in one year.

## Discussion of Issues

### Issue: How to build credibility for Junior Achievement with educators

Allen: Part of the problem is that some teachers (because of state certification requirements) put too much emphasis on "teacher certification," i.e., they say if the activity isn't performed in a school by a certified teacher, it isn't part of "education."

The following are ways of building credibility with educators:

Allen: Project Business is one way. When the consultant comes in a classroom on a regular basis, he/she gains trust and respect from educators.

Secure the stamp of approval of an outside agency (e.g., Kellogg Foundation on the Junior Achievement effort; educators will pay attention to that).

Paul: In Project Business, we have a consultant/teacher training program at the start which is a helpful interaction opportunity.

Ralph S: Could operate a kind of Junior Achievement operation for counselors and teachers (where they set up little businesses with Junior Achivement consultant assistance) so they can experience, rather than simply hear about, what Junior Achievement is and can do.

Earl: We invited educators to come see our Junior Achievement operations in action and determine, for themselves, whether or not it is worth granting academic credit for. This helped establish credibility for Junior Achievement with educators.

Allen: When we bring business persons into the classes to recruit students for Junior Achievement, those teachers who will stay to listen learn important things about Junior Achievement that helps establish credibility.

Pete: The best way to reach teachers is on a one-to-one basis.

John: Teachers are receptive when approached on this basis.

Since we can't approach teachers often on a one-to-one basis, we usually go through school administrators who are approached by top business leaders in the community.

Ralph: In our fifth and sixth grade efforts, we allowed teachers to participate in evaluating this program which helped make it more acceptable to teachers.

### *Issue: Problems faced by Junior Achievement in working effectively with educators*

Pete: One problem is that educators don't understand Junior Achievement, and we have trouble interesting them in learning about it.

Dick: We don't have too much trouble getting our message across to top school administrators (if we use top business leaders to do it), but there are problems (logistical and otherwise) getting through to the classroom teacher.

Barry: Junior Achievement executives in local sites have to devote a great deal of their time to raising money to keep their Junior Achievement operations going so they don't have a great deal of time to deal with PR programs with educators.

Paul: Teachers are reluctant to participate in training sessions at night for Project Business unless they get paid extra for doing so.

Ralph S: We run our training sessions during the day and still have trouble getting teachers to attend with the business consultants.

Julia: Teachers are used to getting paid extra for all sorts of things they do in addition to meeting their classes. Since Junior Achievement doesn't pay them, they resist, i.e., Junior Achievement is "just another extra thing."

We try to encourage counselors, as well as teachers, to participate in the Project Business field trips for eighth and ninth graders but often find counselors so tied up with discipline, record keeping, etc., that they have little time to participate in career guidance.

Pete: Teachers don't like to think that they have more to learn about economics. In Project Business, many teachers regard the period the business consultant is in the room with students as a "free period," so they even miss out on this chance to learn more about economic education.

Maureen: Junior Achievement can't afford teacher stipends for training related to Project Business, and without stipends frequently teachers are reluctant to participate.

Ron: Some teachers, when they see academic credit being granted for Junior Achievement, interpret this as a danger that some teacher may be put out of work.

Pete: Many teachers take the attitude that if Junior Achievement is any good students will automatically join; they don't understand you have to sell it to students.

Paul: We've had negative reactions to teacher meetings called to explain Junior Achievement to teachers. They take away from teacher "free time."

Dick: As schools do more in career education on their own, they sometimes resist getting involved with voluntary community groups such as Junior Achievement.

## *Issue: Giving academic credit for Junior Achievement participation of 10th, 11th, and 12th graders*

Julia: Of the 180 cities, 93 give some form of academic credit in one or more of the school districts involved; sometimes it's credit toward graduation while, in other cases, it's only "activity credit."

Dick: In Nashville, Junior Achievement credit does count toward high school graduation. Junior Achievement, Girl Scouts, and Exploring program, and BSA are all "accredited" by the Nashville school system for 1/2 credits per year up to 1 credit toward high school graduation. Nashville schools had to work through the Southern Association (their accrediting agency) in order for this to happen.

Academic credit has been important as one means of establishing credibility with educators, i.e., it's NOT very important to Junior Achievement students. In addition, because academic credit can be obtained, it appeals to some parents as a worthwhile activity for their children to go to at night.

Ralph S: We send written evaluations for each Junior Achievement student from the business advisors back to the school. These go in the student's folder as evidence he/she has earned academic credit.

## *Issue: How is Junior Achievement "sold" to senior high students?*

Julia: Prime mechanisms are (1) high school assemblies, (2) classroom presentations by Junior Achievement reps, and (3) public address system announcements followed by teachers passing out materials.

Ralph S and Pete: Primary "pitches" given to youth include:

- It's a way to meet new people
- Scholarships for college are often available to outstanding Junior Achievement members
- It's a chance to get out of the house one night per week
- It's a chance for girls to meet boys and vice versa
- It's a chance to run a business and make some money

However, most single valuable "selling" point to students is the content of Junior Achievement; students want to learn more about the economic system and ways they might be a part of it.

Junior Achievement is not sold to youth primarily as something available - or pertinent - only to those who want to have careers in business. Many former Junior Achievements members go into the fields completely out of the business/industry area.

## *Issue: Who are Junior Achievement members among senior high students?*

Julia: The Junior Achievement membership will roughly parallel the demographics of the high school student body as a whole (except that Junior Achievement members are 55 percent female and only 45 percent male).

Of senior high schools in areas where Junior Achievement franchises are operating, about 3-4 percent of senior high school students are Junior Achievement members. If you look at specific senior high schools in the franchise district who are involved in the Junior Achievement effort, the figures go up to between 5-6 percent.

Why don't the other 97 percent of senior high students join Junior Achievement?

John: 50-60 percent of senior high kids don't join anything?

Paul: Kids with part-time jobs typically can't find time for Junior Achievement.

Kids in athletics are tied up; and with more and more athletics for girls, it's even tougher to get Junior Achievement members.

Some communities lack an adequate number of industries and/or advisors from the private sector to serve adequately all the students who might want to engage in Junior Achievement.

## Junior Achievement and Project Business

Question: Why did Junior Achievement initiate Project Business?

Julia: With things like career education coming into education, we felt a need to develop a junior high program. We couldn't simply move the senior high Junior Achievement approach down to the junior high level because it is too sophisticated for junior high students to handle.

Allen: A more diversified program was needed at the junior high level. The increased interest of the general public and of educators in economic education made it natural to expand to this level.

Project Business is one way of getting involved internally with educators rather than operate a program outside the formal structure of education.

Ralph S: In Project Business, we're able to get types of businesses involved that couldn't participate in a typical senior high Junior Achievement effort because they wouldn't have the resources to supply the four advisors required.

By using only one business person for every 25-30 students as is one in Project Business, we reach a lot more students than can be done with the senior high Junior Achievement approach that requires, on the average, 4 business persons for every 15-20 students. This allows the total Junior Achievement effort to include many more youth (which helps sell Junior Achievement to private business).

Could a school career education effort hurt the Junior Achievement effort?

John: Yes, it could happen.

Pete: Yes, schools could, for example, take Junior Achievement Project Business materials and leave Junior Achievement out of the operation.

Julia: When Project Business started, this was a fear. However, it hasn't worked this way because Junior Achievement can really supply trained and qualified business persons for participation and schools can't do it on their own.

## How Junior Achievement Sells Business Persons on Junior Achievement Participation

There is a great need to protect the private enterprise system. The system is not well understood today by either educators or by their students. The best way to explain the private enterprise system is to have its members do it.

Business persons have a perception that the educational system has not, through its own efforts, been able to adequately explain the private enterprise system and that help is needed from business persons if this job is to get done.

Unlike "career ed" Junior Achievement makes it crystal clear to business persons:

- Exactly what they are being asked to do; and
- Materials are available from Junior Achievement to help them do it.

In Project Business, the individual participating business pays to participate.

## Junior Achievement and Parents

Don: Junior Achievement will present this year to the National PTA Convention; the purpose is to simply serve as an awareness effort.

John: We involve parents in such ways as:

- Some parents drive;
- Parents can motivate their children to remain in Junior Achievement and
- We send Junior Achievement brochures to all parents of youth who, in school surveys, have expressed an interest in Junior Achievement participation.

Parents are invited to visit Junior Achievement projects and to see what Junior Achievement has accomplished. Parents are also invited to end-of-year banquets.

In Project Business, some parents use their own cars to help transport students on the field trip portion of Project Business.

Paul: In our area, we're looking at occupations of parents of Junior Achievement members to see if some work in industries where we might use them, but they live in communities where such industries aren't located (e.g., bedroom communities within commuting distances of large urban areas).

## The Junior Achievement Center

NOTE: Junior Achievement has an insurance package that covers all student participation, including even transportation to and from the Junior Achievement Center.

The typical Junior Achievement Center is a building owned, leased, and/or operated by Junior Achievement itself.

Some Junior Achievement Centers are, however, located in such places as schools, churches, etc.

Julia: There are about 800 Junior Achievement Centers that are physically empty of students during the day and during the summer months.

Often, Junior Achievement Centers house Junior Achievement professional staff members.

Mike: We have 30,000 square feet of space in five Junior Achievement Centers; of this, 3,000 square feet are used during regular working hours and during summer. The remainder is used primarily for our evening Junior Achievement program.

The Junior Achievement Center is designed to serve as a facility where Junior Achievement "companies" established by the students can meet. Each has a number of areas, ideally, one for each "business" established by students. This can include, for example, equipment used in production and marketing activities.

Ralph S: We allow participating companies to use our Junior Achievement Center building for their training programs during the day.

The following are potential advantages of Junior Achievement for increasing effectiveness of career education and delivery:

In the regular Junior Achievement senior high school program, business persons are the teachers; they know what they are doing and how to do it.

Junior Achievement provides:

- A proven delivery system for economic awareness and career awareness
- A pool of business persons who are trained by Junior Achievement to use Junior Achievement materials
- A wide variety of materials that have been developed, tested, and validated over time

NOTE: All of this is provided at no cost to the school. Nor up to now, to the student. Tentatively scheduled to begin next fall, students in the regular Junior Achievement program will be asked to pay a $3 annual fee for participation.

At the junior high level, through Project Business, Junior Achievement provides a trained business person to team teach with a regular classroom teacher using a set of proven materials developed by Junior Achievement.

The junior high experience, since it includes field trips to the occupational community, and discussion of careers led by business persons, has a strong contribution to make to career development as well as economic education.

At the elementary school level, the Junior Achievement 10 and 12 graders who come into fifth and sixth grade classes are trained to do so and are given Junior Achievement developed materials to use.

Fifth and sixth graders, in addition to learning basic economic awareness and career awareness things, also write letters to Junior Achievement companies; and business persons from such companies come into their classrooms to visit with them.

There is strong emphasis on good work habits and on relationships between education and work in these programs; special emphasis is often put by achievers (high school members) on the need for the 3Rs.

General approach of Junior Achievement to educators, in addition to what was stated on the preceding page, includes:

We are here to supplement the work of the teacher, not supplant it or substitute for it.

Teachers can use examples found in the one day per week Junior Achievement is in the classroom for Project Business; the other four days per week they can help students see education/work relationships.

Junior Achievement can assure educators that, when business persons come into the classroom, they are well qualified (JA screens them carefully), well trained (JA trains them), and equipped with good materials.

The following denotes relationships existing among various Junior Achievement programs:

The Junior Achievement system is built on the Junior Achievement Board of Directors structure. This structure has been in place for 25 years. Were it not for this structure, the newer Junior Achievement programs (like Project Business) could not possibly work.

Junior Achievement now operates 254 franchises but covers several thousand school districts by these franchises.

Barry: We could service more of the school districts in our franchise. We now service about one-half. In general, we find it easier to service the urban areas where businesses and business resources are present.

The regular Junior Achievement program for tenth, eleventh, and twelfth graders is still the biggest Junior Achievement effort. Junior Achievement expects that Project Business will become the biggest in a few years.

After all, Project Business, since it involves only one business person rather than the three to four for the regular Junior Achievement program, is more efficient.

There is absolutely no plan for doing away with the regular Junior Achievement program for grades 10-12 students. It is a complex but a proven system.

The goal of Junior Achievement is to service every student in the franchised territory. Junior Achievement wants to do this.

It would be impossible to attain this goal for all grade 10-12 students using the present Junior Achievement approach. Junior Achievement is now working on revisions in this approach that will help in meeting the goal of Junior Achievement for all.

Ability of Junior Achievement to serve is limited by funding and geography as well as by the presence of qualified business persons as resources.

In areas where regular Junior Achievement franchises aren't in operation, Junior Achievement has a system where a local Chamber of Commerce, Rotary Club, or similar organization can, if they choose, arrange with Junior Achievement to secure the Junior Achievement materials (and advice) FOR A FEE. This is a correspondence program which brings Junior Achievement to towns with no current Junior Achievement program: It is NOT available for Project Business at the junior high level or for economic awareness Junior Achievement efforts for fifth and sixth graders.

Project Business is now active in 61 of the 156 major Junior Achievement cities. Junior Achievement is trying to perfect the delivery system to go with their already developed materials for this program. Project Business may be expanded eventually beyond the Junior Achievement franchise sites but only after it's in the place in the 156 major Junior Achievement cities.

Question: How does a Junior Achievement franchise get granted?

There are two basic ways:

- Someone in the business community may initiate an inquiry with Junior Achievement; and
- Junior Achievement may contact business persons in an area, call a meeting of community leaders (including educators as well as business persons), and get interest generated in this manner.

Paul: The applicant must demonstrate to Junior Achievement that it has a solid financial backing.

Allen: Junior Achievement is in practically every major community now that has enough industry to support a comprehensive Junior Achievement effort, (including the regular Junior Achievement program for senior high students).

The following statements related to Junior Achievement competition with other similar community groups:

Dick: Junior Achievement has to compete with such groups as Exploring Division, BSA, Girl Scouts, and NAB for both money and for manpower. After all, there's only one "pie" of business/industry resources, and they are all trying to get a piece of the pie.

Ralph H:

- Junior Achievement's prime emphasis is on economic education
- Exploring Division, BSA prime emphasis on career exploration
- NAB prime emphasis is on jobs and on vocational exploration
- Girl Scouts prime emphasis is on sex stereotyping

Junior Achievement doesn't compete in terms of materials because these are unique.

### *Issue: Problems Junior Achievement faces in relating with school career education efforts*

Examples of problems:

Mike Davison of Junior Achievement and John Shirley (career education coordinator, Region X) both live in Richardson, Texas. Yet, until the mini-conference, they had never met each other.

Still, in the Greater Dallas area (that includes Richardson), Junior Achievement now operates 122 Junior Achievement companies and 82 Project Business unit.

In Fort Worth, Junior Achievement operates 70 Junior Achievement companies and 66 Project Business units.

In one midwestern town, Junior Achievement tried to get Project Business in schools only to find teachers had already enrolled in an economic education course sponsored by a local college aimed at helping all teachers infuse economic awareness into their classes; therefore, they rejected the Junior Achievement Project Business approach.

In one southern city, the state manufacturers association, working with teachers, helped teachers develop a big infusion handbook for career education (including economic education). Teachers with this handbook felt they didn't need the Junior Achievement materials or the Junior Achievement Project Business program.

In another city in the southwest, 47 Project Business programs operated during one school year. The school system personnel were asked to evaluate this effort. They concluded it was excellent and should be expanded. Then, during the summer, a group of career education teachers came in, developed a plan to alter and redo the Project Business program in ways that made it unacceptable to Junior Achievement. To stop this, Junior Achievement had to work directly with the superintendent of schools and business leaders. Junior Achievement had been investing about $25,000 annually in this city and felt they had some right to object to the school system's efforts to revise and change the Junior Achievement approach that the educators themselves had said was excellent.

In another city, Junior Achievement had ten Project Business units underway. The career education people wanted to videotape the business persons in the classrooms so they could use the videotapes in other classes. Junior Achievement resisted because you can't capture the "chemistry" of the Junior Achievement approach on film.

Summary of major worries Junior Achievement has about career education efforts:

Junior Achievement doesn't want school career education specialists to try to alter their materials or their methods. Junior Achievement has a proven delivery system that works fine if used in the way it is intended to be used by trained Junior Achievement personnel. That is what Junior Achievement wants.

Junior Achievement doesn't want school career education people competing with Junior Achievement for funds or personnel from the business/industry community. The "pie" is only so big, and the schools should not become one more competitor for Junior Achievement to worry about in terms of getting these resources.

Junior Achievement doesn't want the schools to steal their materials and use them without the active and continuing involvement of Junior Achievement.

Junior Achievement doesn't want to lose its identity and be absorbed by "career education."

### *Issue: Would Junior Achievement like to work with career education?*

[illegible]: Have Junior Achievement listed among the "community resources" for career education.

Barry: Tell career education personnel that Junior Achievement has some good programs that school career education efforts could and should use in their total efforts.

Pete: We need an endorsement from Junior Achievement "powers that be" that encourage us to work with career education efforts in education.

Barry: Why not put Junior Achievement persons on career education boards?

John: I'd be wary of putting a career education "type" on my board of directors because:

- If the career education "type" discovered the people, money, and facilities we are discovering, they might try to steal them away from Junior Achievement; and
- Some board members might pay more attention to career education pleas than to those of Junior Achievement.

Allen: If the career education coordinators could let Junior Achievement know about new community efforts they are starting, Junior Achievement might be more helpful to such efforts and to career education: For example, if the local Chamber of Commerce were to start a "free enterprise program" effort with the schools, Junior Achievement would like to know about it.

Dick: Junior Achievement must make itself more accessible to educators. We can't just run our "thing" but must realize we're part of a bigger effort.

John: We've got a good commodity. It doesn't need major revisions at this time. Schools usually are happy to include us.

Mike: We've got to get out of our own provincialism.

Alan: If school systems asked us to take over in-service education of teachers in economic education, we would say "that's not our bag."

John: Junior Achievement does fit in with the generic definitions of career education. We simply say to career education, use US - that's the relationship we want.

Ralph S: Junior Achievement and career educators in schools can help each other in these ways:

- Educators can provide Junior Achievement with:
    - Access to students
    - Rapport with students
    - Expertise in making the teaching/learning process effective
- Junior Achievement can provide educators with:
    - Techniques for delivering economic education
    - Materials
    - Contacts with the business/industry community

Junior Achievement can supply career education with an immediately available resource for improving the quality of delivery and the comprehensiveness of career education efforts.

Junior Achievement is willing to do so provided it does not lose its identity or integrity.

# MINI·CONFERENCE

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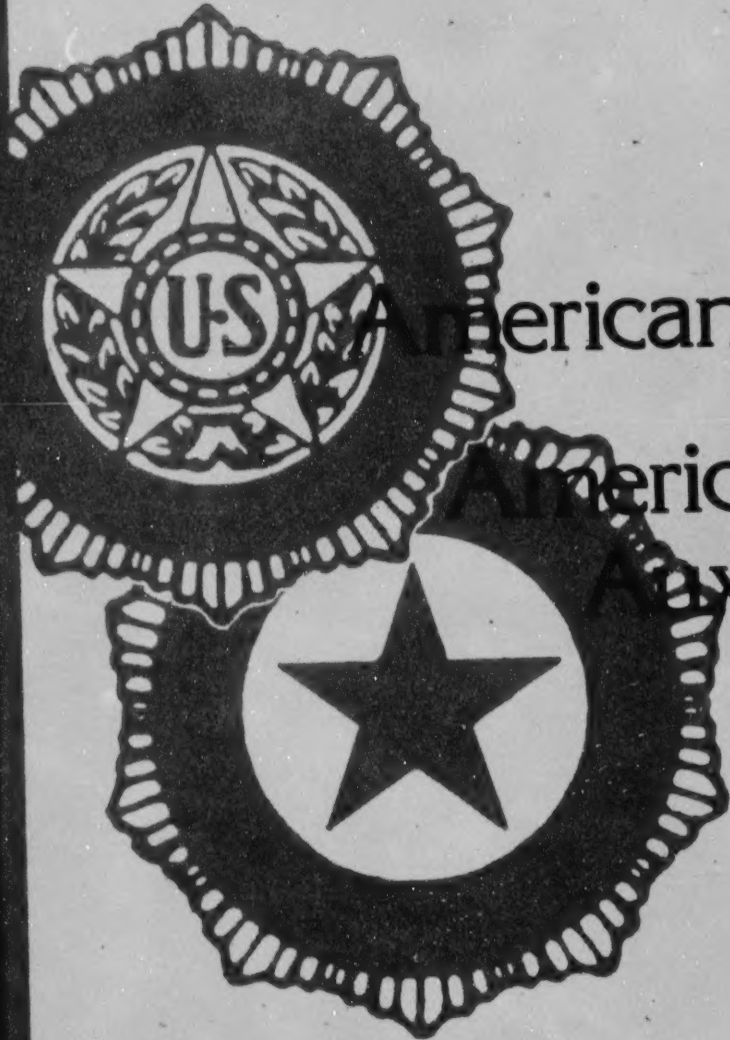

American Legion

American Legion
Auxiliary

FEBRUARY 15·16 1978

# AMERICAN LEGION/
# AMERICAN LEGION AUXILARY

## Participants

| | |
|---|---|
| Jane Balzhiser<br>Milford, Ohio | G. Y. Fails<br>Albuquerque, New Mexico |
| June Stolte<br>Chesterfield, Missouri | Lotys Schanel<br>Riverside, Rhode Island |
| Barbara R. Christensen<br>Sterling, Idaho | Charles W. Ferguson<br>Indianapolis, Indiana |
| Charles R. Green<br>Warren, Ohio | Ronald C. Murphy, Jr.<br>Glendale, Arizona |
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## *Issues Raised by Participants*

1. How can we influence parents in career education?
2. How can we influence teacher education institutions to change toward providing a greater emphasis on education as preparation for work?
3. How could the American Legion/Legion Auxiliary get involved in career education with school systems where the school itself has done nothing?
4. Is career education putting an extra load on teachers?
5. Does career education belong in the elementary school?
6. What's the difference between "collaboration" and "cooperation?"
7. How do you get communications with state departments of education when they won't answer letters sent to the state coordinator of career education?

8. How can we get elementary teachers involved in career education?

9. How can we stimulate a resurgence of interest in volunteerism in the nation?

10. How can we get money for career education?

11. Should career education begin at the pre-elementary school level?

12. How can career education avoid taking funds away from other educational activities?

13. How should, or could, the American Legion/Legion Auxiliary get involved in community career education advisory councils?

14. What can a local American Legion/Legion Auxiliary do to get started on a career education effort?

15. How can we get better career education for handicapped persons?

16. How can we get career education for all of the children of all of the people?

17. How can we get the general public involved in career education?

18. How can career education be used as a vehicle to further strengthen the American Legion/Legion Auxiliary?

19. How can the American Legion/Legion Auxiliary influence total community collaboration in career education?

20. Shouldn't homework fit into career education?

21. Could an award system be initiated that would give credit to schools doing the best job in career education?

22. How can the American Legion/Legion Auxiliary best promote community career education efforts?

23. How can the American Legion/Legion Auxiliary become a "third force" to make career education "happen" for individual students?

## *Discussion of Issues*

### *Issue: How to influence teacher education institutions to change toward providing a greater emphasis on education as preparation for work*

What is the problem?

Firman: Educational institutions seem to have done more to take away from the dignity of work than any other part of society. Youth today seem more interested in correcting this than do their teachers. There is considerable evidence that shows the professional schools in higher education are doing better to correct this than are the teacher education colleges and schools. Where did we drop the ball? Have we bent the John Dewey philosophy so far it has hurt education. Far too many youth are convinced that (1) "work" is a dirty word and (2) it's corny to say "it's better to give than receive." The positive attitude to work is inborn in all youth; but, somehow, it appears our society has tried to destroy it as children try to grow up.

Participants requested that the Auburn Creed be made a part of the minutes:

#### The Auburn Creed

> I BELIEVE that this is a practical world and that I can count only on what I earn. Therefore, I believe in work, hard work.
>
> I BELIEVE in education, which gives me the knowledge to work wisely and trains my mind and hands to work skillfully.
>
> I BELIEVE in honesty and truthfulness, without which I cannot win the respect and confidence of my fellow men.
>
> I BELIEVE in a sound mind, in a sound body, and a spirit that is not afraid, and in clean sports that develop these qualities.
>
> I BELIEVE in obedience to law because it protects the rights of all.
>
> I BELIEVE in the human touch, which cultivates sympathy with my fellow men and mutual helpfulness and brings happiness to all.
>
> I BELIEVE in my country, because it is a land of freedom and because it is my own home, and that I can best serve that country by "doing justly, loving mercy, and walking humbly with my God."

George Petrie
Auburn University
Auburn, Alabama

G.Y.: We've allowed our institutions of higher education to be governed by impractical people, i.e., the academic senate. When the governor gets

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ready to appoint the university regents. The Legion/Legion Auxiliary can, and should, have an impact on these appointments.

Doug: Legislators and higher education institutions will do what's required of them. Most citizens don't want the conditions in higher education they see today. They need leadership. The Legion could provide it.

Chuck: We in the American Legion/Legion Auxiliary have the interest in correcting this situation. We need to convert this interest into action steps.

Agnes: Societal attitudes have, for 20 years, emphasized pure academics and ignored the community. There's a need to go back, but, in trying to do so, we must recognize we've lost a generation.

Chuck: The youth who were in our schools 20 years ago now realize they missed something valuable in their own education. They are anxious to change today's education so their own children won't also miss it.

Teacher education institutions have taught people HOW to teach but very little about WHY they teach.

Firman: Many of today's teachers have never heard of the seven Cardinal Principles of Education.

There's something wrong with our educational system when youth who have been through our Boy's State programs tell us they learned more about how our government works in one week than in all their previous history courses.

Ron: You get what you demand. As a public, we haven't demanded quality in education. It's time that we did so.

G.Y.: We've got to get across to professors that this is a work world, not just an academic world, i.e, purpose exists beyond simply education.

The following statements are what American Legion/Legion Auxiliary can do about this problem:

Dorothy: We could encourage patriotism and belief in God as respectable things to teach in schools. Youth need to have pride in their country if they are to develop pride in themselves. We could stand up for bringing discipline back into the school.

Firman: Action must start at the post level. Local post members could serve on boards of education or at least influence those who do serve. They could also seek to influence school administrators and to seek broader community involvement in education.

Doug: At the local post level, a selling job is needed.

Firman: Maybe all they need is a set of "how-to" ideas.

Chuck: We've got to give them some confidence in themselves.

Dorothy: We ought to encourage use of the PACT book.

The PACT book has gone to state and district leaders in our organizations.

Ron: The American Legion has authorized a September 16-17, 1978, conference to train leaders for each state. The American Legion/Legion Auxiliary leaders use the PACT materials including those parts of the PACT materials devoted exclusively to career education.

Firman: We've got to get the PACT materials to local posts.

Ron: We need to move slowly. If we can get a "success" for PACT in just one local post in each district, it will soon spread.

Chuck: The PACT brochure (not the PACT book) has gone to all local posts. Of the 16,000 American Legion Posts, only about 4,000 don't have it now. They could use the brochure right now if they want to.

Firman: Has the PACT book gone to state department of education leaders?

Chuck: No. Reason: It is basically oriented toward Legion Auxiliary (post and unit) involvement.

G.Y.: Maybe we should have a mini-conference in our own individual states to devise action plans on how to use the PACT materials.

Agnes: If the National Office of the American Legion/Legion Auxiliary look on career education as a priority, it will be picked up locally. BUT, if they do not, most local posts will ignore it.

Chuck: There is some interest in it at the National Office. (Made in reference to overall American Legion programs). The Legion is involved in many areas. The education office is highly interested in it as a top priority. Career education is one of the American Legion's "priorities," but it is not a high one.

### *Issue: What can the American Legion/Legion Auxiliary do to help career education efforts at the community level?*

The following are suggestions from three visitors (who dropped by for a few minutes).

Dick Johnson, Superintendent of Schools, Cashmere, Washington:

We ask our community to help us establish educational goals through recommendations to our local board of education. You could do this.

We asked our local Legion Post to provide us with a pool of community resource persons for career education.

Nancy Losekamp, Career Education Coordinator, Upper Arlington, Ohio:

We're looking more for human, than for financial, resources. We need the community to help us arrange for a "one-on-one" arrangement for youth to use as they consider various career alternatives.

We have contacted the American Legion/Legion Auxiliary in our community.

If the Legion would help us generate community interest in career education, we would be more successful in moving toward educational change internally.

Barbara Preli, Career Education Coordinator, Louisville, Kentucky:

The American Legion/Legion Auxiliary could assist us in educating the community as to what career education is.

You could work with parents, in groups, to assist them in things to do to help their children in career/educational decision making.

You could, at the local post level, produce, on cassette tapes, descriptions of occupations in which post members engage. If you made copies of such cassettes and gave them to each school, it would be helpful. You might consider including, at the end of each such cassette, a short "Stand Up for America" statement.

The following are ideas and suggestions from participants:

Ron: Let the teacher do "mini-proposals" for career education and submit them to the local Legion Post for funding up to, say, $50.

You could encourage the local Legion Post to produce a brochure listing a variety of different roles community volunteers might play in career education. Such brochures could receive wide distribution through such groups as Rotary, Chamber of Commerce, etc., and when collected and analyzed, could provide the beginning of a Community Career Education Personnel Resource File.

G.Y.: The American Legion/Legion Auxiliary could participate in career fairs by having a booth for their materials.

Chuck: The Legion could be the sponsor for such a fair that would cover both careers that demand a college education and those that do not.

If schools could provide videotape equipment and standard directions, members of local Legion Posts would probably be willing to make tapes describing their careers and donate them to the school system.

Ron: A local Legion Post could consider making up certificates to give to community members who participate, in some outstanding way, in community career education efforts.

A local Legion Post could make contact with their local school board, show them the American Legion/Legion Auxiliary career education materials and ask school administrators if they want career education help from the Legion; i.e., it isn't necessary to wait for schools to come to you.

Agnes: Three and one-half years ago, when the American Legion/Legion Auxiliary started its new education thrust, they asked such groups as the "Sons of Legionaires," Boy State Governors, and Girl State Governors to talk to Legion members about education and their needs for education. We could consider asking such groups to discuss their needs for career education with local Legion Posts.

Firman: At Boys State and Girls State, we could have someone speak on "careers" at one meeting during the week. We typically have, in our state, a cadre of 30-40 people from state government talk about their jobs to youth at these meetings. Why not extend this notion to other careers?

Agnes: At both Boys State and Girls State, we could encourage youth to write a "career education bill" as part of their legislative activities. A good speaker on the subject could generate interest among youth in deciding to write such a bill. If this were done, there is a good chance that the resulting bill might actually wind up in a state legislature.

Lotys: The Office of Career Education in OE should consider hosting a series of mini-conferences for youth from the various community organizations whose leaders have been gathered for the current round of mini-conferences this year.

Firman: Some national help and support might be obtained from making contact with those who produce the American Academy of Achievement. This includes such youth leaders as national president of Boys State, Junior Achievement, etc.

The Reader's Digest was instrumental in starting this event.

Chuck: I will send information on this to Ken Hoyt.

Firman: "Who's Who in American High Schools" is another excellent publication. The editor of this volume may provide valuable help. It lists 300,000 to 400,000 outstanding high school achievers each year.

Paul C, Krouse, Educational Communications, Chicago, started this publication.

Doug: It would help, at a local Legion Post, to ask high school students to come to a post meeting and talk about their interest in and need for help in career planning.

Could a local Legion Post serve as a catalyst to get organized labor and business/industry leaders from the local community together to join forces for career education?

G.Y.: Yes. You get a good cross section of all parts of the occupational society in a typical Legion Post.

Chuck: In the Legion Post, the person in organized labor and the business executive are equals and talk to each other as such.

*Issue: How could the American Legion/Legion Auxiliary influence parents in career education?*

Firman: Sponsor a career fair where the student's "ticket" to admission is his/her parent?

G.Y.: Our local Chamber of Commerce sponsored five "Quality in Education" nights for parents. These could just as well have been sponsored by a local Legion Post.

Agnes: We've been distributing the Legion booklet "Guide for Parents and Students" an outline of what a youth should keep in mind as he/she prepares for life. While this is aimed at adult life in general, it includes some discussions of careers. This "careers" section could easily be expanded.

The current one is for juniors and seniors. One could be made for elementary schools.

Chuck: Too often, parents have a different notion of what their child should do than does the child. Legion Posts could, in their career materials, point this out and suggest positive and practical ways of handling this situation.

Jane: For many years, we've emphasized only the college education route. We should devote equal time to playing up the advantages of noncollege occupations.

G.Y.: Public broadcasting systems are always looking for programs. The local Legion Post could put together a "Career Education Message for Parents" show and probably get it on the air.

We could ask local Legion Posts to let youth be on local post programs to discuss their career concerns. Since most post members are parents, this could become a good form of parent education.

Firman: Local posts could ask for career education films, slide tapes, etc., from their state coordinators of career education and then show them at local post meetings.

Chuck: The Legion could encourage HeadStart programs to encourage children to discuss and learn about their parents' occupations.

Charles: Legion Posts are capable but they need knowledge of what the career education message really is and how to most effectively transmit it to others. In addition to selling them on the need for career education, Legion career education publications designed for use at the local post level should include answers to such questions as:

- Exactly what do you want me to do?
- For how long?
- At what cost?

- When?
- What's in it for me?

*Issue: How could the American Legion/Legion Auxiliary influence educational systems to initiate and/or expand their own career education efforts?*

G.Y.: Local Legion posts and auxiliaries could influence election of school board members who favor career education.

In many communities, the school board candidates come before the Legion Post to answer questions and state their positions. This could even become a method to acquaint Legion members with career education.

Firman: We've got to educate our own people first - we need our own career education publication.

G.Y.: Considering that the Legion first got interested in career education only two years ago, we've come a long way in a very short time.

Chuck: The Legion has more clout in small communities than in large urban areas where many other competing power groups exist.

June: In every community, you've got to have a leader. The Legion may well serve this role.

Charles: A local Legion post can encourage qualified persons to run for school boards. Too often, they don't.

Firman: Could we encourage local Legion Posts to make career education their No. 1 priority for a period of, say, two to three years?

Lotys: Some local units are searching for ways to become more involved in their local communities. Career education would have a natural appeal.

Chuck: Money gets to be a problem for Legion National Headquarters. The cost of printing and postage is very high. It was hard to find the funds for the PACT book. We had to go through the Americanism Commission to the Governing Board and then to the Finance Committee who must really approve the funds.

One must keep in mind that the Legion, nationally, is involved in many programs, all competing for limited funds.

Firman: When we found ourselves divorced from NEA, we had to find a different way to operate. We were, in terms of relationships with many schools, left only with our "Need a Lift?" program. The current Legion education committee is still trying to find alternative ways to be effective in dealing with local education systems.

Chuck: The Education Committee is one of few that now represents both the American Legion and Legion Auxiliary.

G.Y.: Legion links with the education system now are primarily through such Legion activities as scholarships, Boys State, oratorical contest[illegible], etc. - NOT through any single educational association.

It's highly unlikely that career education will become the No. 1 priority of a local Legion Post. Their No. 1 priority is youth - not career education.

Firman: You've got to convince the guy interested in Boys State that local post activity in career education won't get in his way. We can do this.

Charles: Who has the responsibility for deciding on community priorities for local Legion Posts?

Jane: The fact that we have a joint education committee gives us great potential for influencing change at the local level.

Chuck: We need to get our various youth committees (baseball, oratory, career education, etc.) together into a coordinated education committee so there is only one group, at the local level, going to the superintendent and to the board of education. Over the years, the Legion has spent over $300 million on its Children and Youth Program, including $8 million this year. In addition, the Legion Auxiliary spent about $5 million this year on their Children and Youth Program.

Agnes: The Legion/Legion Auxiliary gives teacher awards every year. Our problem here is that we haven't given any yet for career education specifically.

Ron: At the Houston National Career Education Conference, several teachers were present whose expenses had been paid by local Legion Posts.

Lotys: Many local units sponsor one or more teachers' expenses to state and national education conventions of various kinds and to freedom foundations.

Agnes: We sponsor social studies teachers to the annual seminars of the Freedom Foundation in Valley Forge, PA. There is one seminar each year sponsored by the Legion Auxiliary. Content of this seminar includes discussion of both the free enterprise system and economic education. Colleges actually conducting these seminars provide college credit for teachers who attend. Why couldn't they tie this to career education in these seminars? Or at least include "career education" as a seminar topic?

Freedom Foundation is a nonprofit corporation located at Valley Forge, PA. Mr. Robert Miller is president and Ms. Sandy Williams is a key staff person. In addition to these teacher seminars, they also sponsor youth seminars annually that could also include career education.

I will be the contact with Freedom Foundation and try to get us together.

## *Issue: Communicating career education concepts to local posts*

Duane: Every department has publications that go to every member. If Ron wrote up all of the ways the American Legion/Legion Auxiliary has helped to make the WACOP Career Education Project in Glendale, Arizona, successful, it might well get in one or more of the Legion's publications.

Ron: I will promise to write such an article.

G.Y.: I will talk to the editor of the "Legionnaire" about getting it published.

June: If this group of mini-conference participants were allowed to travel around the country "preaching" the career education message, we could get it to lots of local posts; but, of course, we have no way to do this.

We have an education chairman in every state for both the American Legion and for the Legion Auxiliary (appointed by the state commander or the president). We've got to find ways to influence them to appoint chairmen who are interested in and committed to doing something positive about career education. It will not be easy because, in many states, these are political appointments in a sense. What we need to do is to first educate those who appoint these state chairmen.

Ken: I promised to send each participant an "OCE Care Package."

Barbara: As the state children and youth chairman for Idaho, there is $300 budgeted each year for the programs in the state that are important for youth. It's only been used in the last three years.

Ron: The big money isn't at the state level. In the Legion, the big money is where it belongs, i.e., at the local level.

## *Issue: How can Boys State and Girls State be used to help career education?*

Firman: In September, 1978, there will be a national conference for those persons who run Boys State and Girls State operations. I promise to talk to them about putting a session on "careers" in next summer's Boys State and Girls State programs.

Hopefully, such a topic will encourage the youth themselves to make up a model career education bill, and this could then get to state legislatures.

I plan to get a model for this in the summer of 1978 that could be used nationwide in the summer of 1979.

Agnes: We usually give Girl Staters a model to use in making their bills. It would not be impossible to use a "career education bill" as a model for them to look at.

*Issue: How could career education help the American Legion/Legion Auxiliary?*

Dorothy: It will help us meet our mission statement.

June: It is a way of helping us do what we are interested in doing.

Chuck: It will help us improve our image with the community.

Agnes: Our current program of Boys State and Girls State is already "career education in action"; we just need to carry it further.

Charles: The American Legion Preamble best answers this question. The Preamble is as follows:

> For God and Country, we associate ourselves together for the following purposes: To uphold and defend the Constitution of the United States of America; to maintain law and order; to foster and perpetuate a 100 percent Americanism; to preserve the memories and incidents of our association in the Great Wars; to inculcate a sense of individual obligation to the community, state, and nation; to combat the autocracy of both the classes and the masses; to make right the master of might; to promote peace and good will on earth; to safeguard and transmit to posterity the principles of justice, freedom, and democracy; and to consecrate and sanctify our comradeship by our devotion to mutual helpfulness.

Chuck: The potential membership of the American Legion/Legion Auxiliary comes to over 50 percent of the nation.

Dorothy: We don't do enough in our own PR efforts. Thirty-one million persons are eligible to join the American Legion; two million belong. Almost one million persons now belong to the Legion Auxiliary.

Ron: Annual affiliations are impressive in terms of numbers of youth involved which include:

- 50,000 Boys State and Girls State attendees
- 250,000 American Legion baseball players
- 35,000 Oratorical contestants
- 20,000 Scholarship recipients
- 50,000 Drum and Bugle Corps members

Sons of the American Legion:

- Roughly 32,000 members now
- Open to sons or grandsons of persons eligible for Legion membership (all ages)

- Most are K-12 students with majority 15-21 years old
- Engage in community service activities in same general areas as Legion
- Must be sponsored by a local post

Junior Auxiliary:

- Open to daughter or granddaughters or sisters of Legion members
- Age: Birth to 18 (after 18, they join the Legion Auxiliary)
- Do community service projects under direction of the Legion Auxiliary
- About 101,000 members now

Firman: There are more Boy Scout troops sponsored by American Legion Posts (over 4,000) than any other single organization. The Legion Auxiliary, in addition, sponsors many, many Girl Scout troops.

Lotys: Almost every local unit has their own scholarship program in addition to those the Legion Auxiliary sponsors nationally as National Presidents' Scholarships: five $1,000 and five $1,500 scholarships annually in the name of the National President.

I am interested in career education for the handicapped. Now that architectural barriers are being eliminated and more benefits being made available to them, perhaps we could begin some concentration on career education for them, too.

# MINI·CONFERENCE

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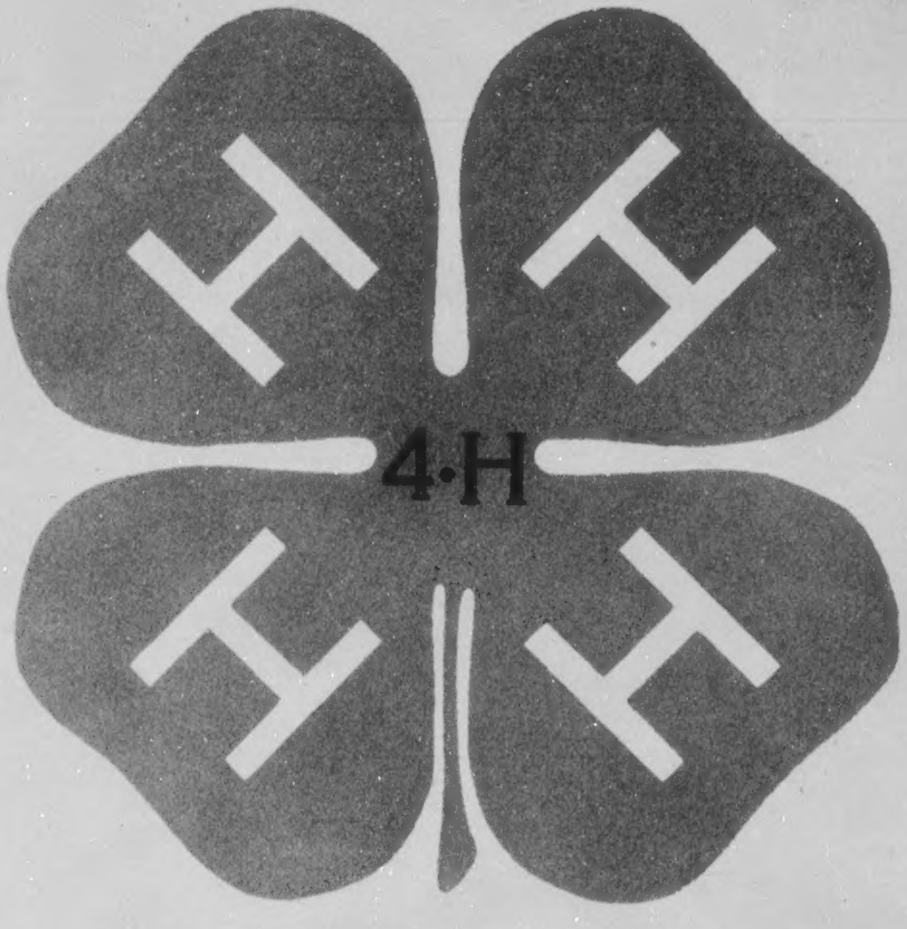

MARCH 6·7 1978

# 4-H - HEAD, HEART, HANDS, HEALTH

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## Issues Raised by Participates

1. How to identify needs in various communities for career education.

2. How to relate 4-H with school career education efforts.

3. How to relate job training and career interests with other kinds of youth interests that lead them to participate in 4-H projects.

4. How can 4-H contribute to teaching decision making skills?

5. How can 4-H work better with other community groups such as CETA?

*6. How to develop the process of relating in-school experiences with a variety of community groups to best help youth in career exploration.

7. How to look at all the programs going on in communities and see how they can be effectively managed and coordinated in the total community.

8. How to identify, catalog, and communicate all the available community resources so that each youth can receive the maximum and best help.

*9. How to mobilize community resources to help those community persons (including parents) who are influencing youth career decisions.

*10. How can 4-H help mobilize the B/L/I community to work more effectively with school career education efforts?

11. How can a sustaining community career education effort be built without creating a "turf" problem?

12. How can 4-H help career education better involve parents in a total career education effort?

13. How can the 4-H base be expanded to have an even greater emphasis on career education?

14. How can 4-H play a leadership role in bringing community resources together for career education?

15. How can 4-H efforts be used to help young children start the decision-making process, especially high school youth, in ways that affect total life-style?

16. How to make every adult aware of the fact that they are influencing career choices made by youth.

17. How to include economics and free enterprise system in career education efforts.

18. How to identify and make use of various kinds of community volunteer efforts in career education.

19. How to overcome legal problems in gaining work experience - paid and unpaid - for youth.

20. What relationships exist between career education and community education?

21. How do you ensure that youth agents and volunteer agents, at the community level, actually DO carry out the 4-H national emphasis on careers?

22. How can 4-H help in career awareness efforts for 9 to 13-year-old youths?

23. How can 4-H help meet needs of noncollege bound as well as college bound youth?

24. Where does career education fit into the value system of importance among the diverse 4-H emphases (e.g., citizenship, economic, environmental, health education, etc.)?

*25. How could funding for 4-H activities in career education be provided?

26. What would be an ideal career education model for 4-H?

27. How can we develop a career education effort for 4-H at the state level?

28. What types of career education materials should be developed for use in 4-H?

29. How can the 4-H system for recruiting volunteers be used to get more use of volunteers for the total community career education effort?

30. How can 4-H contribute to more effective career education efforts for rural youth?

31. How can 4-H establish better rapport with school systems?

32. How can a national "share and steal" effort for 4-H career education activities be initiated and implemented?

33. How can 4-H best participate in work experience?

*Major issues

## *Issue: How to develop the "process" of relating in-school experiences with a variety of community groups to best help youth in career exploration*

Leah: Michigan 4-H has a statewide "career development committee" with reps from CETA, 4-H volunteers, Michigan State Department of Education, and Department of Career Education at Michigan State University.

They are interested in the following:

- Promoting a greater careers emphasis in 4-H
- Coordinating 4-H and school career education efforts
- Working more with other youth-serving agencies and the schools on helping youth with career problems

The problem is that, like 4-H, both CETA and school systems are autonomous at the local level. It is thus hard to think of or operate a statewide system that will make "working together" happen at the local community level. For example, Michigan State University has developed, as part of their vocational education program, a set of employability skills materials. How to get them out and integrated into youth-serving programs and the schools is the challenge.

Bill S: Using CETA funds (that pays for paraprofessionals), a county careers committee has been established in Rogers County, Oklahoma. These paraprofessionals report directly to the County Extension Director.

Betty Jean: In Cape May County, New Jersey, there is an "interagency youth council," to which 4-H belongs. CETA officials came to 4-H and asked for help in finding ways of using career development resource materials developed by 4-H. 4-H supplied these to CETA (without charge, of course).

Leah: If 4-H sees itself as a career education resource for kids, how can it think of serving as a catalyst for total community career education efforts?

Gerald: If 4-H is to relate with schools in career education, there are two key persons involved: (1) the counselor, and (2) the principal. In Missouri, career education is regarded as the "counselor's program" NOT as the "teachers program."

No "state plan" will work. People at the local level will work out the plan that best meets their needs.

Leah: In Michigan, we are offering to school career education personnel materials related to careers that we in 4-H have developed. More than this, we have offered to provide in-service education to teachers on how to use these materials. Some schools take advantage of this.

Bill G: I would estimate that only about one-fourth of participants here are now working actively with school systems in 4-H programming. In Georgia, I understand considerable 4-H programming effort is through the school system. In North Carolina, we work with the schools, but we retain our own identity in doing so.

*Issue: How is 4-H working with school career education efforts now?*

Art: Schools are feeling imposed on by all kinds of community organizations. They resist adding things, like working with a 4-H program. We have found it effective to work through local PTAs to change this. For example, I went to a junior high principal to talk about coming into the school to explain a 4-H bike safety program. I was told the answer is "no." After the PTA raised the issue of bike safety with the principal, we were called back and asked to put our program in.

Ann: In Mississippi, the 4-H youth agents who have good rapport with school systems are viewed by school personnel as resource persons when schools are faced with a need for a new emphasis, such as career education.

Almost every county in the USA has a "youth agent" charged with meeting developmental needs of youth. The school is viewed by 4-H youth agents as one among a number of possible community resources for use.

Schools are NOT the primary emphasis for 4-H youth agents; the primary emphasis is on local 4-H clubs. In a given community, you might find 15-20 such clubs operating, each with from, say, 5 to 20 members, and each working on a different 4-H project.

Dan: The 4-H agent is seen as responsible for the "informal education" (or, as some would prefer, the "nonformal education" - defined to mean "things other than what is done through the formal education system"). The term, in addition, means "experiential education," i.e., the traditional emphasis of 4-H clubs is on a "learn by doing" approach and has been from the beginning.

The following statements are further insights regarding 4-H Youth Clubs:

Leah: The nature of any local program is heavily dependent on the interests of participating youth. That is why it is difficult to talk, in generalities, about something called a "state program."

Larry: Almost all local 4-H club projects are career related. For example, a "photography club" or a "horse club" operate in ways that allow youth to test their interest and aptitudes in the specific field.

Mitch: The clubs are organized by topics, NOT by careers. Youth don't join a 4-H club because they want to explore "careers" but rather because they want to learn more about a particular "project."

Larry: 4-H is "career education" but it isn't called that. That is, all 4-H clubs provide youth with a chance to try out career fields to discover their interests through 4-H projects which is usually unpaid work done as productive use of leisure time. In some cases, it could even be paid employment. Either way, it fits the concept of career education.

Hope: Rewards and incentives for participating youth are an important part of the 4-H system.

Dan: One of the strengths of 4-H is the variety of delivery mechanisms available for use. Schools are one such available mechanism. Others include the 4-H clubs themselves, libraries, churches, service clubs, etc.

Walt: In Illinois, the state 4-H office provides subject matter based manuals for use by 4-H club leaders. There is a student sheet for the student to use in recording what he/she has learned, including questions regarding career implications the project holds for the youth.

Herb: In some states, these kinds of manuals are written by local 4-H youth agents, not by the state.

Dan: Whether or not the 4-H literature includes career materials or is used in a career education way depends, most of all, on the local 4-H agent.

Lucy: In about 30 states, there is now one person on the state 4-H staff who has been assigned responsibility for career education. State coordinators of career education in state departments of education could, if they want to, find a counterpart in almost all state 4-H organizations.

Larry: The bedrock principle of 4-H youth clubs is a "learn by doing" approach. In New Mexico, we helped community leaders develop "Students Incorporated," a formal nonprofit organization, and trained youth in such skills as lawn care, babysitting, window replacement, etc. Incorporated as a business in 1969, this project, in 1977, put 800 youth to work who, combined, earned $109,000.

Hope: All 4-H youth projects have, in some measure, the components of: (1) guidance, (2) skill development, and (3) employability component. NOTE: Assuming "employability" includes things such as good work habits, development of work values, etc.

Ann: Teaching employability skills is done on the side in the process of teaching the content itself, not as a primary goal for either the local 4-H leader or the participating youth. It is our goal as 4-H professionals, but it may not be theirs. For example, both the local leader and the 4-H member may be primarily interested in photography; but in studying and carrying out a "learn-by-doing" approach to photography, the participating youth picks up the employability skills. Incidentally, in this sense, it is career education "infusion" at its best.

4-H - "Head, Heart, Hands, Health"

*Issue: How can 4-H help mobilize the B/L/I community to work more effectively with the school career education effort?*

The following statements are a general background of 4-H:

Larry: The National 4-H Council is supported almost entirely by the private sector. Examples are Montgomery Ward, International Harvester, etc.

Several such national sponsors have now agreed to encourage their local plants and outlets to open up their facilities for youth career exploration activities in 4-H. A total of six such national donors from the private sector are now participating in this effort. As a new effort, 4-H expects even more to follow.

Hope: The support of 4-H from private industry goes back 75 years. The donors supplied 4-H with the means for developing career materials in their areas and related fields.

Herb: The older 4-H programs supported by industry have been content, NOT career oriented. For example, when they provided us with help in developing materials in photography, they were talking about the content of photography, NOT about "careers in photography."

The following statements are other comments about 4-H:

Mitch: 4-H does relate with lots of private sector people who support 4-H because of their interest in what 4-H does for youth, e.g., making them into persons who value work, AND because of their interest in the subject matter of particular 4-H projects. Many are parents of 4-H members, and many others from the private sector serve as 4-H club leaders.

The kinds of contacts 4-H has are very difficult for school systems to develop. This is NOT to say 4-H private industry contacts cover the entire community because they don't. We tend to relate with those B/L/I persons who relate with 4-H club projects, NOT with the entire B/L/I community.

Those B/L/I persons with whom we relate are pushing us to increase our emphasis on career awareness and career exploration activities.

School counselors are overworked (in terms of "careers" emphasis). Thus, they typically don't reach out to either 4-H or to the B/L/I community. If 4-H is to work with schools, the initiative, it seems, must often come from 4-H.

The primary interest of B/L/I in 4-H is that 4-H youth are persons who, after finishing a 4-H experience, know how to work and want to work.

Question: If the B/L/I community will work with 4-H, what leads you to believe 4-H could also talk them into wanting to work with the school system?

Mitch: I don't care if the B/L/I community works with the school per se, but I DO want them to work with the total community career education effort and, B/L/I to work in the schools. The important point here is that "career education" is a concept that belongs to the community and in the community; it is not a term that belongs to the school system to be shared with the community.

Art: 4-H doesn't know enough to work with the B/L/I community to the same extent as, say, the Boy Scouts, do because, at least in part, 4-H is publicly supported (as opposed to the BSA (who have to get their funds from the community).

Larry: BSA also receives public money through grants.

Bill G: 4-H doesn't ask the B/L/I community for money as well as their expertise and their effort.

Larry: The B/L/I community contributed $3.5 million to 4-H national efforts last year. If one were to count local B/L/I contributions to 4-H activities, it would exceed $30 million per year.

4-H is based upon the needs of the particular locality and varies from place to place.

4-H has a natural appeal to the B/L/I community at the local level because of the great flexibility for participation it offers. It is not a "canned" program such as Junior Achievement, for example. 4-H goes on a general philosophy that says "if it works, use it, and, if it doesn't, throw it out."

Bill S: At the local level, we often establish what is known as a 4-H Foundation to which the local B/L/I community contributes.

Bill G: About three weeks ago, we had a community B/L/I meeting. During this meeting, the following question was asked: "How can you assist in developing a 4-H career education program?" We found much interest and excellent suggestions.

Lucy: The Washington State Department of Public Instruction published a state directory of B/L/I resources. I have used it in my 4-H work.

The following statements are general information about 4-H of interest to career education persons:

Larry: 4-H is the largest youth organization in the USA. It serves almost 6 million youths, ages 9-19 in 138,563 local 4-H clubs.

Of the youth served by 4-H:

- 22% live on farms
- 38% live in small towns
- 16% live in cities over 10,000
- 23% live in cities over 50,000

There are 4,500 professional staff persons employed in 4-H work.

There are 573,615 local adult, junior and teen "volunteers" participating in 4-H.

The 4-H "Partnership" consists of:

- U.S. Department of Agriculture
- Cooperative Extension Service

- State land grant universities
- State 4-H Foundations
- National 4-H Council
- Support from individuals, corporations, organizations, and foundations

The following are things about 4-H that give it such great appeal:

- Participating youth really do learn things - a proven record
- Participation of land grant universities with their expertise helps greatly.
- Example: When 4-H starts a "horse club," they have experts from the land grant universities that can provide the expertise to make the club a success. University expertise is not necessarily limited to 4-H.

4-H is currently reaching a higher percentage of rural youth than ever before in its history. In urban communities, 4-H clubs are operating in such activities as showing youth how to grow tomatoes in apartments, etc. The "our roots are in the soil" philosophy is still prevalent in 4-H work, but it now extends into a multitude of other, nonagricultural areas as well.

*Issue: To what extent, if at all, is the 4-H "informal curriculum" designed to relate with the K-12 school curriculum?*

Betty: Example: Schools have driver education; 4-H has "wheels." "Wheels" is designed to help the youth learn how to take care of the car and of him-self/herself in case of an accident. The "drivers education" of the formal school system aims only to teach students to drive. The point is, 4-H is complementary, but not duplicative.

Hope: Schools and their curricula don't enter the discussion when 4-H curriculum committees meet. Instead, such committees consider (1) the target audience, (2) qualifications of available 4-H program leaders, and (3) the cognitive content to be mastered. The formal education system, as an independent entity, doesn't enter into the decision making set of variables.

Bill G: Example: 4-H curriculum planning groups identified a need for programming in "fire safety." A program was developed in 1973. About the same time, the Greensboro, North Carolina schools put fire safety programs in their curriculum. Now, in 1978, 4-H is working with schools to develop fire safety materials that can be taught in schools.

The 4-H program, as such, won't be taught in schools because 4-H believes the proper setting to teach this curriculum is the fire station, not the school room.

Dan: 4-H receives public tax dollars to teach a nonformal curriculum. NOTE: It is a curriculum, but one quite different from that found in the schools. It is not designed to supplement and complement the school curriculum but not to serve, in any way, as an alternative curriculum nor as a substitute for what the formal education system teaches.

Lucy: We, in 4-H, don't look at the school curriculum in determining curriculum for 4-H.

Dan: Before a 4-H curriculum is developed, 4-H officials do research the area to see if the need for the curriculum is being met someplace else. If it is, 4-H doesn't offer; 4-H doesn't want to "re-invent the wheel."

Herb and Betty: Bicycle safety is a good example. 4-H identified the need and built the curriculum. 4-H then took the curriculum to the schools and participated with the school personnel -- as well as with such other community organizations such as police departments -- to teach it to youth either during the school day or on an afterschool basis. The point is, 4-H developed curricula often are given away by 4-H for use in community settings (including schools) other than 4-H clubs.

4-H "program advisory boards" exist in every state. They determine youth needs not currently being met in the community, by the school, or any other community organization. Point is, there's no attempt to blame any community organization (including the school system) for not meeting a given youth need; rather, attention is directed toward identifying real youth needs that 4-H curricula could help meet.

Mitch: There's very little action aimed at examining the K-12 school curriculum to determine voids in the school system. Instead, 4-H listens to youth and adults who say "we need XXX," NOT "the schools aren't providing XXX."

Gerald: Curriculum planning, in 4-H, is done at the national, state and local levels. Some curricula are typically developed at the local level that wouldn't be considered as "needed" at the state or national level. For example, (1) it should be activity oriented, (2) it should teach self-expression, and (3) the content must be appropriate for the age level at which it is to be taught.

Leah: If we don't construct the curricula right, youth will drop out of 4-H. Remember, they all come voluntarily. It is not required as is true in the formal education system.

Lucy: We made up a list of "elements of an education program to include in all projects" that included the following:

(1) Fun experience

(2) Involvement

(3) Skill development

(4) Decision making experience

(5) Communication experience (oral, written or visual)

(6) Career exploration (acquaintance-apprentice opportunity)

(7) Participation in a program beyond the club or community level

(8) Recognition and award opportunities

(9) Citizenship opportunities

(10) Financial gain (NOTE: Some participants objected to this)

(11) Group involvement

(12) Attitude formulation experiences

(13) Adult-youth interaction opportunities

(14) Cultural enrichment

(15) Consumer education opportunities

(16) Health and safety emphasis

(17) Environment quality emphasis

(18) Program suited to developmental stages (age-experience graded)

(19) Self image development

(20) Evaluation of past experiences and further planning of new experiences

NOTE: These 20 "elements" can be placed in categories such as:

- General Methodological Principles: Nos. 1/2/4/8/13/18/20
- 4-H National Content Priorities: Nos. 5/6/9/14/15/16/17/19
- Basic Ingredients: Nos. 3/7/10/11/12

Ann: An example of relationship with formal school system curriculum: Most schools teach something about "weather" to junior high students through a cognitive approach. In 4-H, we teach "weather" on a "learn-by-doing" emphasis. We teach cognitive material experientially more than cognitively.

Art: In the leisure area, we do many things not taught at all in schools. For example, hiking, archery, camping, etc.

Betty: Example: We had a 4-H group leader with some training in drama. He went into an inner city setting with predelinquent youth and helped them get at their own self expression and self understanding through drama. Had he not had skills in drama, he couldn't have done it.

Leah: 4-H must not be pictured solely as "experiential learning," there is a cognitive base to the 4-H curriculum. In 4-H, there is time to add experiential learning to this cognitive base.

The following statements are on the difference between "doing-to-learn" and "learning-by-doing."

Hope: 4-H prefers to use the term "learning-by-doing."

The goal (at least in the eyes of the typical 4-H youth) is to do, not to learn.

Leah: To 4-H leaders, the goal is self development. The possibilities for enhancing self concept draws many youth into 4-H and keeps them there. 4-H does have the flexibility to enhance self concept. Rather than give youth "grades" (as they do in schools that emphasize how well or how poorly one does), 4-H tends to concentrate on giving kids credit for achievement even though one may be at a higher level than another.

Betty Jean: For example, we recently had a food contest. Only one youth received a ribbon as low as "good" but she did get a ribbon. After getting it, she asked that her picture be taken with her ribbon so she could save it.

Leah: The 4-H project is best viewed as a vehicle for enhancing self concept and self development of the individual and for providing a given amount of cognitive content to youth; BUT cognitive content, per se, is best viewed as only one element in the 4-H youth project outcomes.

Betty: "Learning-by-doing" is fun, BUT "doing-to-learn" is not.

The following are 4-H awards and incentives systems:

Dan: This is what 4-H uses instead of the "grades" that the school uses. We give a blue ribbon for first place, a red ribbon for second, etc., but there is no ribbon corresponding to "fail," i.e., every ribbon signifies successful achievement at a particular level.

Mitch: 4-H has been deemphasizing the "awards" system for 20 years. It is now getting awards under much better control in that the emphasis is more on self development and improvement rather than competition only to win.

Similarities between the 4-H project learning approach and what, in the "Primer for Career Education," is described as the "treatment" for teacher use in the classroom:

- Both emphasize the personal meaningfulness of the activity for the student
- Both emphasize a positive approach to rewarding achievement as opposed to emphasizing lack of achievement or how much more is yet to be done
- Both emphasize the importance of putting variety into the learning process
- Both seek to enhance self concept of youth

- Both have, as a component, helping youth understand career implications of what they are learning

NOTE: Prime conceptual difference appears to be that, within the formal curriculum of the school, learning is the primary goal with "doing" being one way of attaining that goal; whereas in the informal curriculum of 4-H projects, doing is the primary goal with "learning" being a secondary, rather than a primary objective.

*Issue: Ways in which 4-H might collaborate in a community career education effort*

Dan: A sharing conference at the regional and state levels to gain a better understanding both of career education and of 4-H on the part of both educators and Extension Service personnel is obviously needed.

One of the strengths of the Extension Service is that there is in place a national network that begins at the community level. Someone has to take the initiative on this; and because of the existance of this operating network, it is possible that 4-H, rather than the school system, should initiate this.

Herb: As of now, there aren't any 4-H professional persons freed up to do career education 100 percent of their time. The 4-H professional at the state level who is assigned, say 10 percent of his/her time for "career education" can't possibly do what needs to be done.

Dan: A major in-service effort is required if 4-H professionals are to understand career education. Most do not understand career education at present.

Ann: We could invite the State Extension director or state 4-H Leader in each state to meet with the state superintendent of education to discuss 4-H and career education.

NOTE: Might be more realistic to ask the state coordinator of career education to represent the state department of education at such a meeting. The key, of course, is having their philosophy adopted at the community level.

Mitch: The need to make career education a community effort, rather than simply a school effort that asks for assistance from the community, is very evident. If regarded only as a school system effort, it is bound to fail.

The extension service could, given the dollars and manpower, develop a comprehensive community based career education effort.

We do need money to experiment with new approaches, to provide leadership in training both professionals and volunteers, and to develop backup materials.

Bill G: We don't necessarily need money to move in this direction. In part, it's simply a matter of reallocating our current resources.

Bill S: Our county Extension people are overburdened if anything like reallocating priorities and resources is to come about.

Hope: It seems that every new thrust that comes along gets the same bright idea, i.e, "appoint a new specialist at the state level who will have full-time to devote to it." We've seen this kind of push for such things as "parenting," "drugs," "runaways," "environmental education," etc. The state director, as a practical matter, simply cannot afford to designate one of his full-time staff persons as the "specialist" for each of these many worthwhile emphases.

The following are examples of progress already made in career education among 4-H activities:

Herb: There have been a very great number of good pilot projects done at the local level, but most have received no nationwide distribution.

Hope: The "Students Incorporated" project that Larry Brown worked with has been publicized nationally.

Leah: There's a national 4-H workshop on "careers" coming up in October, 1978.

Lee: Of 67 counties in our state, 27 have participated in career education in-service efforts and have reasonable good career education things going on now.

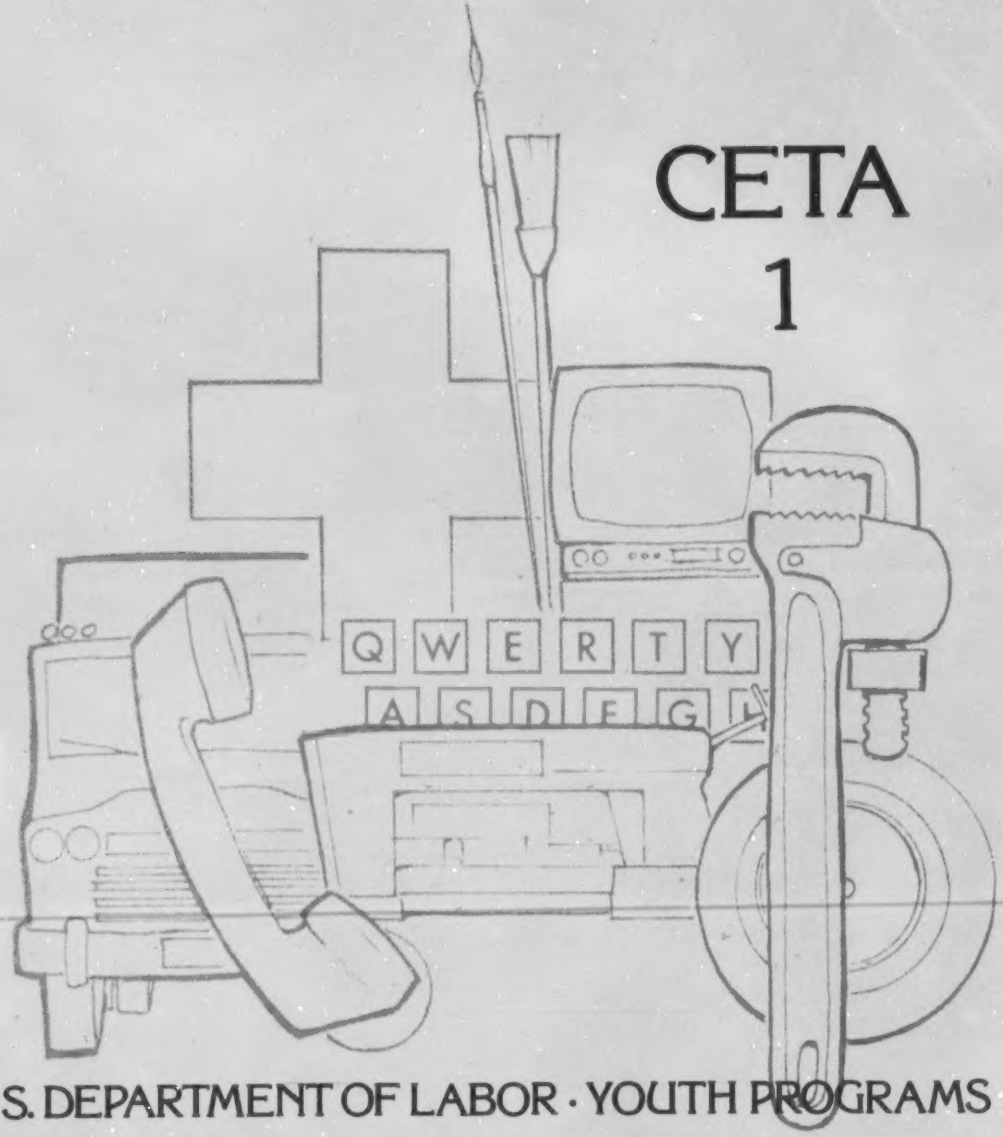
Most states have accepted the 4-H "Century III" proposal as a mandate. That proposal (plan) calls for career education. Thus, the rationale for reallocating existing resources on behalf of career education already exists.

# MINI·CONFERENCE

# 10

## CETA

## 1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A S D F G H

U.S. DEPARTMENT OF LABOR · YOUTH PROGRAMS

MARCH 13·14 1978

## CETA 1 - USDOL-YOUTH PROGRAMS

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### *Issues Raised by Participants*

1. How can the YEDPA emphasis on out-of-school youth be handled in terms of problems facing schools with in-school youth?

2. How do you get out-of-school youth back in school? What do you do with them once they come back?

3. What is the redefined purpose of the American secondary school? Academic excellent OR school/work relationships?

4. How can we handle the present lack of coordination among YEDPA youth programs?

5. How can we meet the need for fast startup without a clear unified direction?

6. How can policies of a general nature be developed by CETA Prime Sponsors who deal, for example, with as many as 32 independent school districts?

7. How can the traditional CETA delivery system (developed for adults) be modified so as to best accommodate the youth emphasis of YEDPA?

8. How are we to meet the needs of the large numbers of needy school youth who aren't technically eligible for participation in YEDPA programs?

9. How can YEDPA continue to operate without clear direction from the federal government?

10. Is CETA an appropriate mechanism for giving youth good work habits and readying them for work?

11. Could YEDPA become a part of a more holistic effort combining YEDPA youth program with CETA programs for parents of YEDPA eligible youth?

12. How can CETA funds be channeled to those who need it most?

13. Where are the youth jobs anticipated as an outgrowth of YEDPA?

14. How can the flexibility of CETA be used to the advantage of YEDPA efforts?

15. How can the YEDPA effort be used in ways that orient it more around general employability skills and less around specific vocational skills?

16. What changes are needed in school systems to make collaboration happen?

17. How can operational YIEP effort be mounted and still stick to the research design implied in the YEDPA legislation?

18. How can existing school efforts (such as EBCE and "adopt-a-school") be utilized in the YEDPA effort?

19. To what extent is the variety of school programs related to education/ work causing problems of building relationships with the B/L/I community?

20. How can the CETA jobs, many of which aren't meaningful, be used to promote positive work values among participating youth?

21. How can a coordinating effort between CETA Prime Sponsors with both school systems and community-based organizations (CBOs) be best worked out and implemented?

22. How can the YEDPA challenge of meeting needs of out-of-school youth be best met?

23. How can out-of-school youth be deeply involved in the YIEP research effort when such minimal incentives are provided to them for participation?

24. When a youth leaves YEDPA, what is the expected role of that youth in the broader economy of the community.

25. How can the adult-oriented CETA effort be made to work best for youth in the broader economy of the community?

26. How can the initial enthusiasm of CETA Prime Sponsors and local school districts for collaboration be converted into a subtaining effort?

27. How can meaningful work sites for YEDPA youth be developed?

28. How can the employment problem for out-of-work youth be moved from the drawing board to an operational effort?

29. To what extent should YEDPA look to development of alternative schools?

30. How can the variety of educational efforts in education/work be combined into a coordinated DOL/LEA relationship?

31. How can attitudinal problems related to YEDPA implementation be overcome?

32. How can individualized programs for YEDPA youth be best made?

33. How can YEDPA serve as an effective means of changing the school system?

34. How can the private sector become best involved in YEDPA?

35. How can YEDPA generate hope in youth who have lost hope -- and still be realistic?

## *Descriptions of Existing YIEP Programs*

Rik MacKay, Seattle:

The King Snohomish Manpower Consortium is nine local governments who created a joint board to create and manage education/work funds. It operates no programs. Instead, it acts as a planning implementation/control/monitoring agency (including operation of all CETA programs). It served as the MDTA model for decentralized manpower development. It attempts to unify the entire labor market for manpower - to do manpower studies, etc.

Initial reaction to YEDPA was negative. To see something like YEDPA as a multiple categorical program is to know what problems will exist in administration, reduction of flexibility, local decision making, etc.

The Consortium decided to apply for a YIEP entitlement program grant because it seemed to them it was similar to what the Consortium was already doing. They decided to use it for expanding what was being done for both in-school and out-of-school youth. They originally thought of doing it only in Seattle, but because of the Consortium arrangement, they decided to go into the full two county area (including rural and suburban as well as the center city youth population). The delivery system now includes 32 school districts and 5 community college districts.

The Consortium found itself limited, initially by time deadlines, in dealing with the 32 school districts. Thus, the current emphasis is limited to: (1) school-based guidance efforts and (2) job development in the public sector. The job development in the private sector will probably be subcontracted to CBOs.

The major tussle is how the research model has so slowly evolved. We've always seen the need for a variety of support services, if, say, something like work experience programs are to work. To negotiate for such services (e.g., counseling, etc.) and get this into the grant is tough.

The MDRC budget categories are: (1) Program mangement, (2) Work site supervision, and (3) Training. BUT, there are no standard categories for such things as (1) educational services, (2) support services, or (3) personnel services. As a result, we've been forced to "bury" and defend some such costs to make our programs work.

The MDRC research model is based on the simplistic model (taken from the YEDPA law) that says youth drop out because they don't have jobs and that guaranteeing in-school youth jobs will keep them from dropping out as well as encouraging out-of-school youth to return to school to finish their high school education.

We've found that most out-of-school youth are emancipated to the point that this low incentive ($43 per week) won't attract many of them to return to high school. We're pessimistic about getting many of them to come back.

Not being able to establish alternative schools as an additional option is just going back to regular high schools; the viability of the research effort has been lessened.

The viability of the research model, in the sense of pure research, has been further lessened by making, as one of the eligibility requirements for participation, a requirement that the youth must express a desire and a willingness to return to high school, thus leaving out those out-of-school youth who are unwilling to return to high school and therefore making them in the category of "ineligible" youth.

A decision was made to cut YETP out of the YIEP entitlement grant because of severe administrative penalties. While we are running a YETP effort in Seattle, it's completely separate from the YIEP entitlement grant, but those served are entitlement eligible.

Our biggest problem is providing educational services to those out-of-school youth who choose not to return to high schools. We've received good cooperation from some community colleges to hire mobile GED teachers. But other resources (such as regular schools and regular community college programs) are limited because: (1) the school systems don't have the money to establish a system of alternative schools, and (2) the community colleges are full.

Jim: Where are DOL representatives at this mini-conference? They should be here!

Rik: We in the Prime Sponsor Office in Seattle were inexperienced in dealing with school systems at the level demanded by YIEP. Under YIEP there are a number of requirements for what the Prime Sponsor must get from school districts. We had to explain to superintendents the necessity for these and for them to endorse our application (which wasn't hard because it necessitated no financial obligation on their part). BUT, we had to go back through Privacy Laws (because MDRC wanted access to all student records and arrange with schools for monthly reports on participating youth (which we had money to pay for). We further discovered that the "minimum academic requirements" called for by YIEP don't really exist, i.e., school systems don't have a set of "minimal academic requirement" that students must meet to stay on the school rolls. Thus, it's hard to enforce this part of the YIEP legislation.

Further: We were expected to get a "common denominator" among our 32 participating school districts for this nonexistant "minimum academic requirement," plus monthly reports (with a total of only $25,000 available to split among the 32 school districts). As a result, we find ourselves still negotiating agreements with some of the school districts.

The YETP agreements are simple because it takes just one Prime Sponsor and one school district as a program agent for the others to make an "agreement." BUT, the YIEP Entitlement calls for just one CETA Prime Sponsor contractor to be used by all school districts in the area, and that's much more complicated to work out.

Actuarial estimates for this program are:

- 10,000 youth "eligible" for YIEP - of these:
    - -- 1,200 served by YETP
    - -- 1,800 served by SPEDY (summer CETA program)

-- 1,500 youth do not want to participate

-- About 5,500 will be served by YIEP

- 11.8 million dollars from now through June 1979
- During academic year, slot limit will be 2,400 for YIEP
- During summer, there will be 5,200 in the summer program to be funded jointly by YIEP and SPEDY (Summer Program for Economically Disadvantaged Youth), i.e., the old Title III of CETA.
- Private sector participation level is expected to be 10 percent of the slot level.

Mary Carson, Seattle:

The Seattle picture from the school side - Major LEA concerns:

How does YIEP fit into our total school system, i.e., how do we fit it with career education, vocational education, work study, etc.?

How does YIEP fit (or compete) with the school system's current efforts to become involved with the private sector in education/work problems?

At what level of the education system, and in what capacities among the professional educators, should YEDPA school/DOL relationships be established?

How can prime sponsors expect school systems, say, to take a school dropout and reenroll him/her on November 15? The school enrollment patterns don't go this way. Further, even if they did, there is no way that anything much positive could happen to the youth before the next grading period.

If schools are to continue to get no YEDPA funds but are still asked to have counselors do all sorts of YEDPA work, it will be necessary to redo the counselor's role and function. Where is the educational justification for doing so?

NOTE: In Seattle, the Prime Sponsor pays for "counselors" to work with youth on the work sites, but school-based counselors are paid for by the school system.

Erik Butler, Boston:

YIEP has $23 million (through FY 1979) to serve one-half of Boston (4 out of 8 school districts).

8,000 YIEP "eligibles" at any given point (10,000-12,000 over 18 months).

75 percent in-school and 25 percent out-of-school youth - NOTE: The "out-of-school" estimates are very conservative; might be double that estimated.

Expect to serve, over the next 18 months, 7,000-7,500 with a slot level of 5,450 for the school year and 6,100 for the summer (with difference paid for by SPEDY).

Administratively, it is a very centralized system with the prime sponsor (including counseling, job development, occupational information, etc.).

We have 5,000-6,000 confirmed job sites now (of 12,000 expected).

Examples of youth experiences in Boston YIEP:

- Youth learns about YIEP (the Boston "YES" program)
- Youth then goes to 1 of about 75 places for initial application procedures.
- After initial application, the youth spends 4-6 weeks with an in-take counselor who assists with performance and skill forms.
- Youth profiles are then matched with jobs (under subcontract with Boston Employment Service), and then a match is made assigning youth to particular YIEP jobs.
- For each youth, an EEDP (Employment Education Development Plan) is developed that lays out conditions for the youth and for the work site supervisor which they both sign.

Of YIEP youth in Boston, we expect 1 in 5 to be placed in the private sector, 2 in 5 in nonprofit sector, and 2 in 5 in government (federal, state, or local).

Through Title VI-B of CETA, we have employed 220 counselors to be assigned YIEP youth on a ratio of 1 to 25. These counselors are paid as part of the prime sponsor "match" of the YIEP grant.

These counselors, while minimally qualified, are supervised on a 1 to 10 ratio by a "case manager" who is paid from YIEP funds.

The counselor/youth ratio of 1 to 25 is part of what has sold YIEP to Boston. The expectation is that the counselor will spend one hour per week with each youth.

The counselors working with private sector youth placements (40 of them) get special training from the Boston Boys Club (over and beyond the training given by the Boston Boys Club to the regular counselors).

Boston is getting some very high quality counselors from this effort.

About 76 percent of YIEP funds, in Boston, go for youth wages and 24 percent for overhead. In Baltimore, 82 percent goes for wages, in Seattle, about 70 percent.

Jim Caradonio, Boston:

From the Boston school perspective:

Assistant headmaster in a given high school is charged with YIEP including:

- Outreach (publicizing the program to youth)
- Intake (for youth who have filled out preapplication forms)
- Monitoring

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- Job development - NOTE: At least one business and one college is paired with each high school as a resource; in addition, the Boston "flexible campus" provides an out-of-schoolhouse educational experience for many youth in the broader community.

The "YES" case manager will contact the assistant headmaster when a YIEP youth has a problem.

In 11 schools, we have "YES" workers in the schools (paid for by Public Employment Service, Title VI-B - not YIEP).

The Boston YIEP effort also involves nine Catholic high schools.

The Boston school system gets NO YIEP money now (except indirectly from the public ES counselors in the schools).

Willis Holloway, Cincinnati:

General background:

Traditionally, public school systems have had very little real commitment to meeting needs of "needy kids." In Cincinnati, we DID get this kind of commitment from teachers and principals prior to applying for YIEP, including commitment to keep the necessary records. We sold teachers and principals on the basis that a good YIEP effort may help with attendance, discipline, and dropout problems schools face.

The entire YIEP effort is subcontracted to the Cincinnati Public Schools. The "coordinators" in Cincinnati are more than on-the-job project coordinators. In addition, they must establish rapport with (1) youth, (2) teachers, and (3) principals.

The coordinator/student ratio is 1 to 60, paid 100 percent by YIEP funds BUT the coordinators work for the school system, not the prime sponsor.

More details:

The director of Guidance Services in the Cincinnati Public Schools manages the in-school YIEP program and the YETP program.

The schools became involved when the city manager approached the superintendent and asked him to get involved.

The city manager and the superintendent appointed an "Advisory Board of Directors" (headed by the director of guidance) that included representatives from the Citizens Committee on Youth (CCY), United Way, Chamber of Commerce, AFL/CIO, etc.

This Advisory Board put the YIEP proposal together which includes:

- Contract calls for serving 29,00 youth (including 400 out-of-school youth
- Subcontract with the school system calls for both education and for job development. The CCY handles the 400 out-of-school youth.

- Under the subcontract, the school system handles all YIEP details except passing out checks to participating youth.
- Have $15-million for 18 months (not including YEPT for 14 to 15-year-olds which is funded separately).

  NOTE: They decided not to include YETP for 16 to 17-year-olds because of the YIEP project
- Private sector job development handled by the Chamber of Commerce has committed 400 jobs to date.
- There is a counselor/pupil ratio of 1 to 50 in addition to the regular school counselors (paid for by YIEP).
- Attendance policy: If a youth is out 15 percent of the time, he fails the class unless the teacher makes an exception. We now have a waiver on that for YIEP youth.

The Cincinnati effort is best characterized as an individualized program for each participating YIEP youth; all student services are available for each.

The attitudes of youth toward work are more important than the kind of work they find or the specific vocational skills they develop. Similarly, the educational experience is more valuable than the work experience.

Decisions with respect to which youth get which YIEP jobs are made by the guidance staff; the work site supervisors are to accept the kids sent to them. It isn't absolutely rigid, but it DOES help in reducing some stereotyping.

Bob Ivry, Baltimore:

YIEP has $23-million matched by $7-million Title VI and SPEDY funds.

Initial problems: Our consortium includes Baltimore City and five counties We had to arrange for YIEP to use only a portion of Baltimore City (covers 9,000 youth - about one-third of the city but 52 percent of all eligible YIEP youth).

Statistics:

- Over 18 months, we will serve 10,600 youth with 8,843 slots at any given time.
- Of the 8,843, about 1,900 will be dropouts returning to school.
- We've developed 9,000 jobs (50 percent public sector, 40 percent nonprofit, and 20 percent in private sector, about 1,200 private sector jobs).

Supervision:

- 150 supervisors for the private nonprofit organizations (through Title VI funds). In public service jobs, we're supplementing the pay of public workers to supervise the kids (using YIEP funds).

Referral- Phase I:

- We have already enrolled and assigned 5,000 kids to jobs; one-half will begin next week and the rest early in April.
- Each work site had a chance to identify youth who would work at that site.
- Once a youth was identified, he was referred to a central point to verify eligibility and then assigned back to the site who selected him or her.

It gives youth jobs in their neighborhood. It MINIMIZES the number of youth who will have to go through school counselors to find jobs.

Referral - Phase II:

- Any youth who failed to obtain a job in "Phase I" is referred to the school counselor and then on to a central site where the prime sponsor has to do the job matching.
- For private sector jobs, we have a "job fair" where employers can hire kids.

  NOTE: We are "creaming" youth to refer to private sector because it is very important that this part of the program be a success.
- We are also trying to identify YETP youth outside the entitlement area who are YIEP eligible; if we find one, we make them YIEP eligible, thus freeing up a YETP space for some other youth outside the entitlement area.

To deal with out-of-school youth, we have a multilevel program:

- For youth reading below fifth grade level:
  - -- Option A - They can go to a new school for youth with severe reading disabilities. Of 300 slots there, we have 200 assigned to YIEP. Youth receive school credit for attending here.
  - -- Option B: We have a LEAA program funded with YIEP money through 2 CBOs - $150,000 for 50 kids; no school credit - very good program.
- For youth reading at the fifth to eighth grade level:
  - -- Option A - YIEP funds are used to keep four area vocational high schools open from 3:30-7:30 pm to serve 600 out-of-school youth. Pay vocational education and academic teachers (at adult education pay scale) to teach in this program which combines vocational skills with academic education and leads to high school diplomas. Teacher salaries cost $750,000 a year.

-- Option B - 200 slots in the Harbor City Learning Program. Harbor City is an alternative school program using six occupational clusters with two weeks in school and two weeks on the job alternating. It's jointly staffed by prime sponsor persons and educators. A highly individualized curriculum for each youth. Any youth can get a high school diploma in two years if he/she does what is asked, even though they may have never attended high school.

- For youth reading at eighth grade level or above:
  - -- Option A - GED program (paid by YIEP funds) that the public school system runs - costs $125,000 for 240 youth.
  - -- Option B - Middle College Program - with Community College of Baltimore. Provides youth with "both" a GED and an Associate of Arts degree in two years. Covers oceanography and marine science. Four hundred slots - 200 YIEP and 200 YEPT (NOTE: After youth gets his/her GED, no longer eligible for YIEP but can be in YEPT). Costs $2,000 per youth for full two years.

YIEP program requirements for youth to participate:

- 80 percent attendance rate and 60 "academic grade" in school required
- 80 percent attendance and O.K. rating as employees required on job sites

Baltimore is allowed to use YIEP for supportive services (including such things as child care).

Sam Adams, Baltimore:

From the school system's standpoint:

YIEP is no big problem; the direction came from the superintendent to work on it. I, and two other key supervisors simply communicated these directions to counselors and principals. They accepted it.

## *Discussion of Issues*

### *Issue: What changes are needed in school systems to make collaboration happen in YEDPA?*

Jim: With reference to YETP, many DOL people seem to think nothing related to what it calls for schools to do is now going on in schools - and it is.

Why not start with an inventory of what exists and then decide, in the DOL/LEA agreement, where to go from there?

In Boston, we started by identifying what the schools are doing that is good - and related to YEDPA - and then started to plan on how to work together.

Willis: A philosophical conflict exists in education between (1) those who value the goal of "education as preparation" and (2) those who value the goal of "academic excellence." True, implementation of the career education concept is a means of tying these two goals together, but this will be a lengthy and expensive thing to accomplish.

HEW should consider schools as "career development centers;" but, were they to do so, many "academics" would be mad.

Jim: High school principals today are out to get any money they can, including any they can get from either YEDPA or career education. This is true even in the "super academic" high schools.

Sam: In core cities, we find that many teachers are offended by the big emphasis on education as preparation for work. True, if you pay them, they will go to workshops to learn about it; but this doesn't mean they really change in their insides. Way down deep, they still believe the really "good" kids will value pure academics.

Jim: Many vocational education teachers are pleased to be rejected by the "academic teachers." Makes them more comfortable to be isolated.

YEDPA isn't a good source to consider for career education efforts in schools because it is so temporary and so tenuous.

Willis: We shouldn't deal with the funding out of proportion; i.e., we could, as professional educators, do much more community collaboration without actually spending money. If we did, we would find added resources coming from the community as a result of what collaboration. BUT this isn't happening; i.e., schools aren't reaching out to the community as they should.

The "bottom line" is that major change doesn't happen without some force. One effective force is money, and in the case of career education that has been largely missing in sufficient amount to really make real change.

Jim: YEDPA allows for both financial and nonfinancial agreements between school systems and prime sponsors.

They can find ways to work together; after all, the methods and materials used by manpower people and school people aren't that much different.

Erik: Example of "nonfinancial" agreement - CETA has agreed to run workshops for Boston high school counselors to acquaint them with CETA opportunities for noncollege bound youth.

Bob: Example - Under YETP, schools have to make monthly reports to CETA Prime Sponsors - no financial reimbursement for this.

Jim: IF a sustaining effort is to ever happen, we must think in terms of heading toward nonfinancial agreements with CETA and school districts.

Erik: The YEDPA legislation now clearly says to CETA Prime Sponsors: "You must get involved with school districts because they get 22 percent of YETP funds." IF the school system had a similar mandate that said to them "you must work with CETA Prime Sponsors in getting their sign off for use of vocation education funds, we could make some progress.

The simplistic notion we're starting with is that careers of the future ought to be reflected, at least to some observable degree, in today's vocational education school programs. Unfortunately, all too often, we see vocational education programs where obsolete careers are represented as "training opportunities."

The following statements relate to program pressures faced by CETA Prime Sponsors:

Erik: In inner cities, the "minimum" of 22 percent of YETP funds for school districts will necessarily be the "maximum" simply because there are so many politically powerful CBOs.

Example: Boston got $1.7-million for YETP. We inherited four old Title I CETA programs. Our Manpower Advisory Council was stacked by CBOs who intended, for obvious and understandable reasons, to vote to fund each other before considering others. Of the $1.7-million, the Council considered $1.4-million as "already committed to CBOs." This left only the 22 percent for the school system. "No negotiation on that point was possible."

Rik: CETA Prime Sponsors, in trying to integrate YEDPA with Title I of CETA, must think of CETA priorities in this order:

- 1st Remedial programs for adults
- 2nd Remedial programs for youth
- 3rd Preventive programs for youth

Georgia: In Detroit, there has been no priority for preventive programs for in-school youth, but there has been for out-of-school youth.

Willis: In CETA, the key criterion is the number of persons put back to work; that's what counts!

Rik: CETA also uses a "unit cost basis" criterion; and since preventive programs have an obviously much lower "unit cost," they are, in this sense, attractive to some.

## *Issue: A perspective of YEDPA and the original Title I CETA effort*

Bob: The original intent of YEDPA was that it shouldn't supplant current CETA Title I programs in use for in-school youth.

For years, Title I CETA money has been used for in-school eligible youth, ages 16-21, to provide work experience (paid for by CETA) to complement their vocational education courses taken in schools. This has been the classic Title I CETA program for in-school youth.

Actually, Title I CETA funds for in-school youth were used in a variety of ways ranging from (1) tying vocational education courses into work experience to (2) providing basic income maintenance for youth who needed money to remain in school (which is basically a continuation of the old NYC program).

The following statements are other "in-between" examples of use of CETA Title I money for in-school youth:

Bob: A magnet school may concentrate, say, on health. Title I could fund work experiences for youth in the health area independent of any courses they took, or failed to take, in vocational education related to this.

Erik: Under CETA Title I, we wrote an in-school youth project as a contract with a CBO which assigned eligible youth to CBOs in the community to work part-time - not at all related to the school's vocational education efforts.

Since YETP came along, there have been three major effects:

(1) It has helped to "bail out" financially troubled CETA Title I efforts,

(2) It has provided CETA Prime Sponsors with resources for building a management system capacity to know what happens to CETA youth;

(3) It has allowed Prime Sponsor/LEA agreements.

Rik: We've seen no great change in operation since YETP came along. There was a trend, prior to passage of YEDPA, to reduce CETA funding for in-school youth.

Georgia: In Detroit, the trend included reducing attention to out-of-school youth as well as to concentrate on unemployed adults. The CETA work experience program for in-school youth was definitely reduced.

What YEDPA did was to take decisions relative to CETA programs for in-school youth out of the hands of the CETA Prime Sponsors, i.e., 22 percent of YETP funds must, by law, go to in-school youth.

When the Prime Sponsor/LEA agreements were to be written, we found this to be a rather meaningless exercise in that, as a result of our previous relationships with schools in work experience/vocational education, we already had established firm guidelines between CETA and school districts.

Erik: I object; there is no necessary systematic linking of vocational education and work experience under the new YETP programs.

Jim: But, in Boston, we voted to put no YETP funds in "transition services" and 100 percent into "career employment experiences" - which include vocation education/work experience components.

Bob: In Baltimore, most of the YETP funds are for "career employment experiences" for disadvantaged youth, NOT for "transition services" for all youth.

Erik: What YETP gives us, for the first time, is the ability to manage youth efforts. By being able to do so, we have managed, in Boston, to have 55 percent of our total YETP money to go to the school system; i.e., the rest goes to in-school youth through CBOs. It would, thus, be a big mistake to think that the only YETP funds for in-school youth are found in the 22 percent going to the school district. CBOs can and also serve some in-school youth using YETP funds.

*Issue: How can YEDPA move beyond traditional CETA Title I emphasis on "supplementing vocational education with work experience?*

Bob: YEDP goes on a basic assumption that it's better to provide concentrated services to a few than diffuse services to many. Therefore, the concept of "transition services for all" in YETP is being downplayed.

"Accountability" is the name of the game in CETA; and to attain it, you must have concentrated services.

"Transition services for all" means money goes to school systems and not directly to youth, and that's contrary to CETA philosophy.

The prime emphasis in YETP is on "career employment experiences" for economically disadvantaged youth (including "transition services" for these youth only).

Rik: CETA Prime Sponsors will fight any further categorization or restrictions in agreements made with school districts at the local level. If LEAs try to insist on, say, including "transition services for all youth" in these agreements, there will be trouble.

Mary: No doubt you need special programs for the disadvantaged, but all youth need some of the kinds of help called for by "transition services" in YETP. CETA Prime Sponsors should remember, in asking schools to accept an idea, that, in general, the closer the idea comes to influencing the entire school toward change, the more it must be seen as applicable to all youth.

Bob: There is a way through which, by impacting on a limited population, you can make good educational changes for all kids; i.e., what educators learn about through concentrated efforts to serve the disadvantaged may be used, later, with all youth in the school.

**Willis:** It's an emotional problem at which point are you going to alienate the majority too much through giving special attention to minority persons? To answer this takes great wisdom and political knowhow.

**Erik:** No matter if we expanded YETP five times, we would still not be serving all disadvantaged youth. Thus, to simply, say, double YETP funds would, in no way, move CETA Prime Sponsors from their philosophical commitment to concentrate prime attention on serving the economically disadvantaged They aren't going to buy the YETP "transition services for all youth" idea; it's foreign to their philosophy.

**Bob:** The more money appropriated that is targeted to particular segments of the population, the more community resentment will be generated.

In Baltimore, the new YEDPA has increased general community dissatisfaction with CETA because most persons think they, too, should be eligible for some of this new money.

We are getting "flak" even within our entitlement area because we can't serve (1) 14 to 15-year-olds; (2) college youth, or (3) the economically disadvantaged; and, of course, it's even worse outside the entitlement area than in other parts of Baltimore.

**Mary:** Our community is in the process of trying to redefine the purposes of public schools; what is the role of the schools? Of CBOs? Most important, how can we work together to better serve youth?

**Bob:** In Queens, New York, a school board actually did reject YETP funds on the grounds that these funds couldn't be used to serve all students.

### *Issue: How can YETP help the schools?*

**Willis:** YEDPA can help schools do a better job of meeting the goal of "education as preparation for work."

Example: One school in Cincinnati threatened to throw out 500 economically disadvantaged nonachievers. I suggested that, perhaps, the YIEP effort could help them. By concentrating on this population, we may be able to demonstrate that positive results occur. IF, instead, we had tried to do something for all youth in that school, the total effect would have been spread so thin that nothing effective would happen.

Principle: To impact on making changes in the school system, we must do something for the kids who aren't making it now in the present system, NOT on helping those kids who are making it "do better."

Had we had to depend on the YETP funds to meet the needs of the 500 youth in the above example, we would have been ineffective because there's not enough money in YETP. That's why, in Cincinnati, we're using YETP money for 14-15-year-olds and the YIEP funds for 16 to 19-year-olds.

Bob: The biggest contribution of YEDPA to educational change is in demonstrating new educational approaches to the teaching/learning process, using economically disadvantaged youth as models. The school system may later seek to adopt these new models for all youth.

### *Issue: Participant Advice for OCE*

Jim: The regional offices of HEW and CETA appear to know least of all about YEDPA. They could be more helpful to those at the local level than persons in Washington, D.C. Why not help them learn to be so?

The following statements are ideas for "ideal" CETA/local school collaboration:

Jim: Insist on getting matching funds for both. There must be a higher correlation between academic education and career exploration.

Bob: Help schools avoid feeling that the 22 percent YETP money is theirs "with no strings attached." The "strings" should insist that funds be used only for economically disadvantaged.

Erik: You must agree on either, (1) the population to be served or (2) the program emphasis or both.

We need agreements on performance standards for schools to meet; at present, there are none.

### *Issue: What's the difference between the way a prime sponsor relates with a CBO and the way the prime sponsor relates with the local school system?*

Erik: Accountability is the key word. We hold CBOs responsible but, with school systems, have, to date, operated largely on simply trust.

Jim: Since the schools get the 22 percent by legislative edict, there's no penalty if they don't meet performance standards. It's different for CBOs!

The following are examples of "incentives" for prime sponsors to work with LEAs:

Bob: Prime sponsors value the ability of schools to provide vocational skill training for entry level jobs.

Willis: Prime sponsors question whether or not schools can effectively equip youth with general employability skills. They do not question whether or not such skills are needed, but only whether schools can provide them.

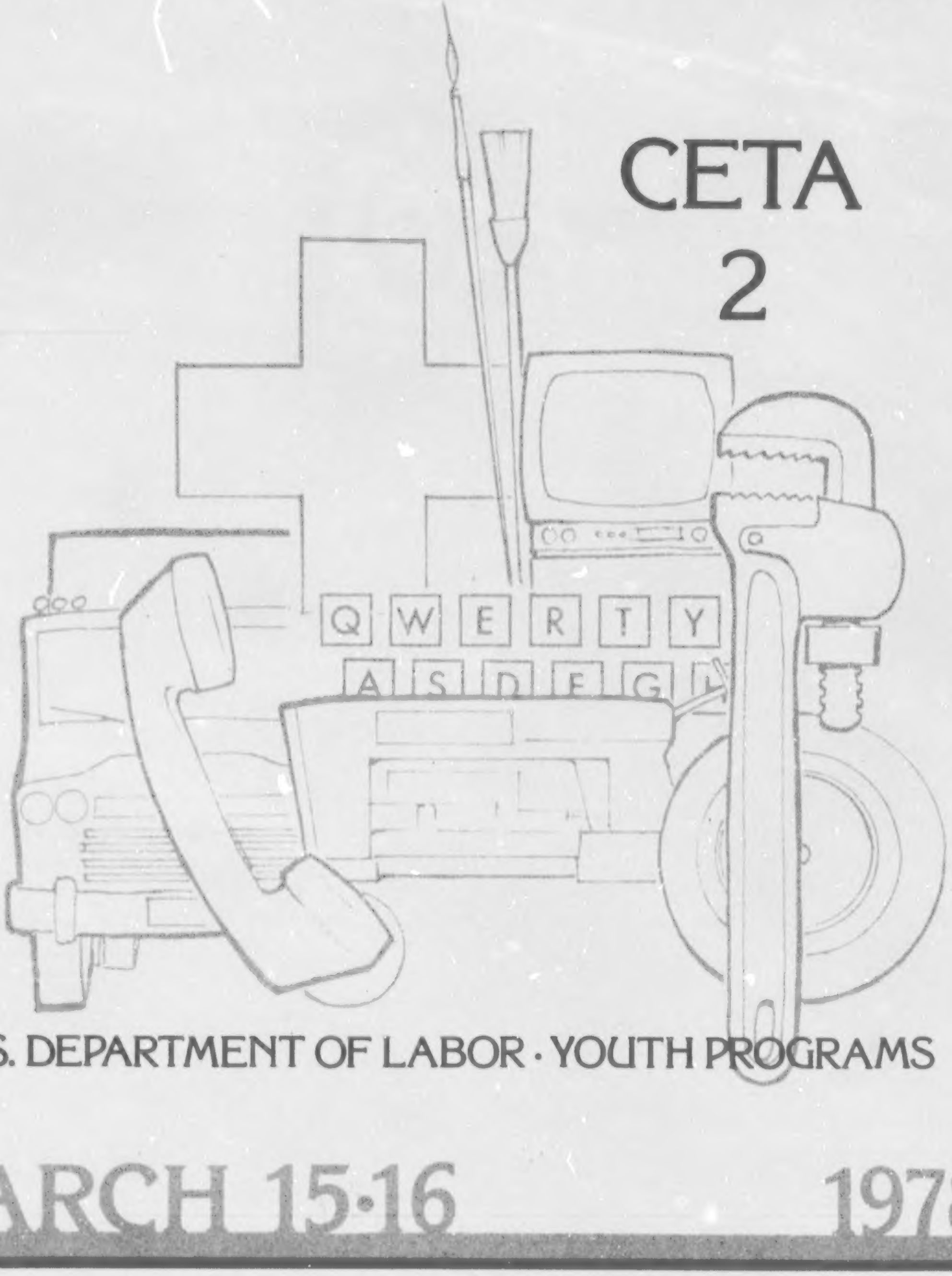
Rik: You couldn't take "general employability skills" as a criterion and hold the schools accountable; it is too fuzzy.

Erik: A prime sponsor might consider adding a "bonsus" to the 22 percent a school district gets provided CETA performance standards are met.

Prime sponsor might add an additional 10 percent, say, to the 22 percent provided the LEA puts up a matching amount out of its own funds to help pay for the in-school YETP effort. There should be some kind of incentive that would be matched to accountability for school systems under arrangements where the 22 percent could be raised to "xx" percent more, provided the school system met the performance standards.

# MINI·CONFERENCE
# 11

## CETA
## 2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U. S. DEPARTMENT OF LABOR · YOUTH PROGRAMS

MARCH 15·16 1978

# CETA 2 - USDOL-YOUTH PROGRAMS

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## *Issues Raised by Participants*

1. How to help schools get out of their conservatism that isolates them from the rest of the community.
2. How to deal with organized labor in YEDPA efforts.

3. How to use CETA to improve today's secondary schools.

4. How to get private industry to understand its role in YEDPA.

5. How to give hope to youth who now have little or none.

6. Implications of competency-based graduation requirements for the YEDPA effort.

7. How can CETA best work with school counselors as part of the YEDPA effort?

8. How to communicate CETA opportunities to high school youth as part of YEDPA.

9. How to get the YEDPA effort to extend to multiple school districts through a single CETA Prime Sponsor.

10. How can YEDPA be used to improve the quality of school counseling?

11. How to use a CETA/LEA YEDPA effort to influence organized labor.

12. How to use the YEDPA effort to motivate teachers to emphasize education/work relationships.

13. How can CETA Prime Sponsors best communicate with school districts about YEDPA?

14. How can we encourage school systems to particpate in the YEDPA effort?

15. How do we get the public schools to become more concerned about expanding support services to youth beyond the curriculum itself?

16. How can schools be encouraged to use YETP funds to develop innovative programs for CETA eligible youth?

17. How to involve the private sector in the total YEDPA effort.

18. How to get school systems to adopt program ideas CETA brings to them.

19. Who is to determine the destiny of the student, i.e., how can YEDPA become a truly joint CETA/LEA effort?

20. How can schools be encouraged to work with CETA to develop the most meaningful work sites for students?

21. How are school attendance requirements and CETA youth work experience efforts to be reconciled into a unified plan to help CETA eligible youth?

22. What will encourage school people and CETA people to work together?

23. How can a YETP effort be formed that accomodates such current youth needs as (a) TV watching and (b) need for immediate gratification?

24. How can YETP be organized in ways that maximize community involvement for youth?

25. How to coordinate CETA, the variety of current educational efforts related to education/work, and other community efforts also related to education/work.

26. How to maintain credibility for CETA in the community and in the schools.

27. How can the home/family structure become involved in the total YEDPA effort?

28. How can the YEDPA effort be operated in such a way that sustaining changes in education will result?

29. Could a CBO, of some kind, be used as a "broker" between the school system and CETA Prime Sponsors for YEDPA efforts?

## *Discussion of Issues*

### *Issue: How to use the YEDPA effort to motivate teachers to emphasize education/work relationships*

Sam: Basically, the problem is that we have CETA students employed in the school system in jobs such as "teacher aides." Some teachers resent this (thinking the school should hire more teachers instead) and, as a result, they critize the CETA youth. Thus, while CETA is trying to use this experience to motivate youth to remain in high school, some teachers through this kind of action are having the opposite effect.

Johnny: The general issue is competitiveness of youth with adults for a limited number of jobs. The adult groups CETA is serving now are worried that they may be left out because of the new youth YEDPA emphasis.

Larry: We shouldn't schedule youth with "disaster teachers," i.e., with those who don't want to work positively with them.

Sam: That isn't what I meant. The teachers CETA youth are assigned to are fine; but since the youth interact with a number of other teachers during the school day, those are the ones we're worried about.

Jack: We have not been unreasonable in what we ask the LEA when making the school agreements. Basically, all we have asked LEAs to do is:

- Identify the CETA eligible youth, especially potential dropouts
- Create some YETP part-time jobs in the school system for these youth
- Provide worksite supervisors for the part-time work experience
- Provide academic credit for the work experience
- Make periodic reports to the CETA Prime Sponsor

The general attitude in our community was one of disinterest and lack of trust. In effect, they saw CETA as serving those youth in which the community is least interested and has been least successful in providing for. Then they tend to ask, "how will you succeed when we have failed?" The answer is that we are using YETP funds to supplement and add to what the school system was already doing. Our supplement was a career information system (computerized) available to all high school youth as part of the "career employment experience" of YETP.

Larry: We have good data now showing that school counselor efforts have not been successful. It's too bad if counselors are threatened when, under YETP, we offer to supplement the counselor efforts with other kinds of guidance support systems.

Part of the problem may be that obtaining commitment from the top administration in education doesn't necessarily mean you get commitment from teachers at the operating levels of a given school building.

Tom: There are many school districts now not signing YEDPA agreements because of the "turf" problem. We are trying to get around this by running conferences aimed at helping educators better understand all of CETA, including YEDPA.

Larry: Pressure must be put on individual schools by superintendents and by boards of education. They, in turn, can be influenced by leaders from the corporate sector, office of the mayor, or some other community leadership group. The point is, there are "pressure points" in every community that can be used to promote really good causes like YEDPA.

The following statements are experiences of participants in the matter of granting academic credit:

Gabrielle: In Humboldt County, local high schools give credit for Humboldt Regional Occupational Program (vocational education) job skill training programs administered through the county school office. Because this was so, it was easier when YETP came along to arrange academic credit for work experience programs.

Joe: What criteria have been used to determine whether or not academic credit should be given for YETP work experience activities?

Peter: Local school boards have the perogative to grant or deny it.

Jud: There are no criteria that one can readily identify.

Chuck: Where work experience programs already exist in a given school, it's no problem to get academic credit for work experience done under YETP. But in schools that have never participated in work experience programs, it's another matter. Again, we are faced with the challenge to change.

Johnny: Academic credit for YETP work experience has been no problem in Houston. We in CETA simply recognized that it is possible, asked for it, and put it into our LEA agreement for YETP. Schools have signed the agreements.

Chuck: Our LEA agreement contains a provision that academic credit (as elective) will be given, BUT as of now we don't have a work experience component operating in our YETP effort.

Tom: In Kenosha, academic credit isn't a part of the LEA/P.S. agreement.

Jack: In Colorado Springs, we put academic credit into the LEA agreement. It counts toward high school graduation as elective credit.

Jud: We have had CETA Title I youth programs operating in schools for several years that did not get academic credit for work experience. Now under YETP, we want academic credit for work experience. What are youth participating in CETA Title I work experience efforts apt to say? After all, there isn't much difference in their type of work experience and that offered under YETP.

The point is - should there be a clear difference?

## *Issue: How to get industry involved in YEDPA*

Peter: We have a STIP (Skill Training Improvement Program) proposal that had good industry commitment to participate; but, unfortunately, we didn't get it funded.

Larry and Johnny: On March 22, we're having a bit STIP program with industry invited. One of the prime purposes is to exchange ideas on how industry can and should get more involved in CETA.

NOTE: STIP is less threatening to industry that YEDPA because STIP has more to offer employers. That is (1) STIP allows employers to be more involved from the beginning, (2) produces graduates who are ready to work, and (3) industry participates in the STIP training so that they know it is going to meet their needs.

To get industry to participate in YEDPA is to ask them to make a long-term investment in youth which may, or may not, pay off for them in terms of getting quality employees.

Chuck: We got industry involvement in YEDPA through an AFL/CIO person who served on our CETA Manpower Advisory Board. It was really a spin-off from last summer's VEP program. In-school youth are now being hired by industry under YETP for part-time jobs. The "name of the game" is contacts!

Larry: To work with industry, you're better off seeking a few "winners" rather than large numbers of industries, some of which will be "losers."

Johnny: Part of our "pitch" to industry will be the economic benefits accrueing to industry through helping to create a better pool of youth for the labor force. We aren't planning to appeal to them simply on the basis of "social responsibility."

Larry: The "marriage" we seek is one involving (a) school systems, (b) public government, and (c) industry.

Gabrielle: Through the Humboldt County School's ROP program, we have developed a good relationship with business and industry over the past five years. With Humboldt County Schools and Humboldt's CETA program working together to administer the YETP program, we hope to be able to build upon our current working relationship with local industry to provide career exploration/work experience opportunities for CETA eligible youth under YETP.

Joe: How can this broad community effort work unless we somehow get organized labor, as well as industry involved?

Johnny: To start with, you have to ask why organized labor hasn't been more involved prior to this time - that will give you some clues as to problems.

Tom: In Kenosha, the mayor calls our town a "lunch pail" community, i.e., the corporate executive heads live elsewhere. Thus, we must get support from organized labor, not only for YETP, but, even more basically, to support anything we want to do in the school system. We work very closely with organized labor.

Johnny: The school career education effort should help get organized labor involved with DOL Prime Sponsors for YETP, but don't expect it to be either quick or easy.

*Issue: How can schools be encouraged to use YETP funds to develop innovative programs for CETA eligible youth?*

Chuck: We went to our county vocational school (after the local public schools had turned YETP down) and told them we didn't want to use YETP funds to support only what they already provided youth and that we wanted something completely different for participating YETP youth participants.

We suggested using 120 in-school and 80 out-of-school youth and provide them with (1) B/L/I resource persons for classrooms, (2) career exploration opportunities in six cluster areas, and (3) special efforts to show YETP youth the necessity of academic learning as preparation for work. All of this was in addition to vocational education offered by the school itself.

Question: Is the provision of special services for YETP participants causing resentment among other high school students who need (or feel they need) the same kinds of special career help?

Answer: Not yet. It's too early; we expect this will happen.

Johnny: The Houston schools got $500,000 YETP money. For this, they provide special space for the YETP "alternative school program," plus all kinds of special help over and beyond that ordinarily made available to youth in the Houston schools. Examples of how special help is given YETP participants can be seen in the following figures:

| Category | Regular HISD Students | YETP Career Ed Center |
|---|---|---|
| Teacher/pupil ratio | 30 to 1 | 17 to 1 |
| Counselor/pupil ratio | 500 to 1 | 10 to 1 (out-of-school)<br>35 to 1 (in-school) |
| Per pupil cost | $1100 | $3000 |

*PLUS 3 full-time consultants (high-powered people) assigned to the CEC to provide staff development for teachers and counselors.

*PLUS, in addition to the $500,000 YETP funds, the school district is contributing $98,000 in staff salaries and facilitates for 200 youth.

Gabrielle: In the in-school YETP program in Humboldt County, we are serving ten students under YETP in each of six school districts throughout the county. This in-school part of the YETP is administered through the Humboldt County Schools Office, and the out-of-school portion of YETP is administered through out local CETA office. These students selected for the YETP program work on a one-to-one basis with a career counselor on career exploration for three weeks. This is followed by part-time work experience during the school day for work experience credit in public service employment.

Jud: We're making a special effort to find and use quality work experience sites for YETP youth, such as solar energy (that will have careers in the future). For out-of-school youth, we are using one secondary school and one junior college and have 54 job sites. These out-of-school youth are given full-time work experience (no career exploration as is provided for in-school youth).

Gabrielle: Regular teachers haven't been much involved in the in-school portion of the YETP program, but administrators seem to be generally positive about the whole YETP effort. In our present YETP program, we are missing two critical components: (1) basic skills, and (2) survival skills. We hope to add these essential components to the YETP program for the 1978-79 school year.

Jack: We have put the computerized career information system in one high school. In addition, we are participating in an experiment involving 60 youth to see the effect of different approaches to helping them with career exploration as prerequisites for choosing good work experiences.

Tom: Kenosha is between Milwaukee and Chicago; our youth take jobs extending from Milwaukee to South Bend, Indiana. In the school district, we've got to think in terms of coordinating a variety of kinds of federal dollars targeted to the economically disadvantaged into a total educational program that will best meet the needs of economically disadvantaged into a total educational program that will best meet the needs of economically disadvantaged youth; therefore, we can't afford to think just in terms of CETA or YEDPA.

Last month we passed a referendum for a new high school and plan to put a career education emphasis in it. We want to put our CETA/YEDPA funds into this new career education effort.

We've used SPEDY funds in summers to serve migrant youth. This summer by using some SPEDY money coupled with Title I ESEA migrant money, We're putting on a career education type program for 1,200 non-English speaking migrant youth at the University of Wisconsin in Whitewater involving academic training, field trips for career exploration, work experiences, and career counseling.

YETP money for our school district has allowed us to: (a) expand work experience programs for a career exploratory nature for economically disadvantaged youth and (b) help these youth get some money for their work experience.

Peter: We've discovered many youth, in our job fairs, who have neither specific vocational skills nor general employability skills. They need both.

The following statements are comments on YETP and other related DOL-funded efforts for youth:

VEP (Vocational Exploration Program) funded by Title III, CETA (discretionary funded):

This is a summer program started in 60 different cities in the summer of 1976, as a coordinated effort of NAB and Human Resources Development Institute (HRDI) of the AFL/CIO and only in cities that had both NAB and HRDI.

Youth are placed in career exploration in the private sector (observation, shadowing, sampling various work experiences, seminars on economic education, etc.)

For economically disadvantaged youth only and participants are paid the minimum wage.

It will be expanded this coming summer.

SPEDY - This is the regular DOL Title III summer employment program for economically disadvantaged youth and the emphasis is on jobs, not on career exploration. Youth are paid minimum wage up to 40 hours per week.

YETP - This is the best if it is through a year-round program, including summer, but not as a "summer program." At the local level, a summer YETP effort could, at the discretion of the prime sponsor, look more like VEP or it could look like SPEDY.

Other DOL youth efforts funded from Title III Discretionary Funds:

- OIC Career Intern Program
- National Urban League program
- 70001

## *Issue: Generalizations agreed to by participants*

It's hard to make any generalization, and should be, because of the need for local autonomy. Given this fact, the following will apply in many instances:

- Prime sponsors could work as easily with school districts as CBOs;
- Prime sponsors could hold LEAs as accountable as they do CBOs; and
- Even before YETP, prime sponsors had many ways of working with LEAs, and many did. YETP changed things by making a prime sponsor/ LEA agreement mandatory as well as specifying that a minimum of 22 percent of YETP funds shall go to the LEA.

NOTE: It is easy to understand why some prime sponsors felt resentment and, especially, that they felt some of their local authority was being taken away from them.

You could think of "work experience," under the variety of DOL youth programs, as covering the following areas:

- Work experience to explore careers
- Work experience to supplement vocational education classroom learning
- Work experience to acquaint youth with the world of work
- Work experience to provide income for youth

NOTE: YETP funds cannot be used to provide income, but could, depending on whether or not DOL Regional Office approved it, be used for any of the three purposes.

Jud: The problem with YETP is it gave those prime sponsors who wanted to help youth explore careers freedom to do so; BUT, by becoming a *categorical* program, it demanded prime sponsors work with LEAs, which is quite different from wanting to do so (which many prime sponsors did).

The concensus was that it *was* good to demand it, as many prime sponsors would not otherwise have worked with LEAs voluntarily.

### John Russell - U.S. Department of Commerce:

If youth organizations such as Junior Achievement, DECA, 70001, etc., are interested in promoting 1-2 million youth to consider minority enterprises; they are interested in helping youth learn about "entrepreneurship." Also trying to get with NIEC, NMI, and other kinds of industry, education councils to ascertain their interest in promoting self-employment.

Office of Minority Business Enterprise is interested in establishing an Office of Entrepreneurship in USOE.

We would like to work with prime sponsors in promoting minority business development and are willing to start with a youth format if this seems best.

Ken: John works in the Office of Minority Business Enterprise in the U.S. Department of Commerce. This office, operating on about $50-million annually, has a staff of about 200 persons, including those in regional offices. They very much would like to work with CETA Prime Sponsors and with career education persons:

### *Issue: Participants advice for USOE*

Judd: Get national agreement on basic value questions, i.e., what are the goals of education? Of CETA? Where are the conflicts? How can they be resolved?

Sam: OCE should embark on an active campaign to help educators learn about CETA that extends way beyond learning only about YEDPA or YETP.

Tom: In our school district this year, we have many different CETA programs, some under Title I (training), some under Title III (special programs, including YEDPA), and some under Title VI (public service employment).

Jack: Help educators become well aware of "all of CETA."

Gabrielle: More emphasis should be placed on joining forces to improve career counseling; we must move beyond professional counselors only.

Charles: Make sure that HEW takes responsibility for getting to LEAs; don't depend on SEAs; hold conferences for prime sponsors to help them learn about career education; help LEAs recognize that prime sponsors have something more than money to contribute, that they also have ideas that could be used to improve education; encourage LEAs to build what DOL has called "transition services" for all youth; don't stop with the economically disadvantaged.

Johnny: There's work needed on a national level, to get more collaboration between HEW and DOL, especially to simplify regulations.

Prime sponsors get together nationally through such groups as:

- National Association of Counties
- U.S. Conference of Mayors
- National League of Cities
- National Governor's Conference

Question: Why doesn't USOE participate in such conferences?

Question: Why doesn't OCE hold mini-conferences for these groups?

Larry: Call a mini-conference for superintendents' prime sponsors, school board members, and community leaders from several cities as team. Provide them with examples of "success stories in prime sponsor/LEA agreements.

Dorothea: Reduce fear of educators that CETA may compete with them.

Tom: Retain as much local option as possible. Revise the funding procedures to assure more continuity of funds and more lead time.

Peter: Schools, government units, and the private sector must find better ways to get together and to work together.

Jud: How do you maintain an innovative and creative atmosphere so there is flexibility and constant change to improve services for youth?

# MINI·CONFERENCE

# 12

## Business and Professional Women's Clubs

APRIL 6·7 1978

## BUSINESS AND PROFESSIONAL WOMEN'S CLUBS

### Participants

Dorothy Ford
Whittier, California

Emma Padgett
High Point, North Carolina

Margaret L. Everson
Amherst, Massachusetts

Maxine Nichols
Narragansett, Rhode Island

Barbara Brophy
Arlington, Virginia

Mary Ellen Swanton
Honolulu, Hawaii

Jane Culbreth
Leeds, Alabama

Dorine Chancellor
Safford, Arizona

Hope Roberts
Reno, Nevada

Barnie Shuhi
Boynton Beach, Florida

Sharon Wiber
Lenexa, Kansas

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### *Issues Raised by Participants*

1. How to interest BPW members in working with youth.

2. How can BPW contribute to career education for adults?

3. Relationships of BPW with Future Business Leaders Association (FBLA).

4. How can BPW best work at the K-12 level?

5. What is the potential of BPW for career development of liberal arts college students?

6. Does BPW have a role to play at the K-8 level?

7. Role of NIKE clubs in career education for secondary school students.

8. Career Advancement Scholarship Committee of BPW - career education implications.

9. BPW Foundation and career education.

10. How can BPW best contribute to increasing community understanding of and support for career education?

11. How can BPW best work with school counselors?

12. How can the BPW Young Career Women's Program be used for career education?

13. Where does career education emphasis fit into the priorities of BPW?

14. How can BPW best participate in small business entrepreneural efforts?

15. How can BPW members take advantage of their multiple memberships in community organizations to effect a coordinated community career effort?

16. How can BPW contribute to in-service education for K-6 teachers?

17. How can BPW best influence its members who are teachers to participate in career education?

18. Why did BPW Career Awareness Program (CAP) fail to expand and how can it be revived?

19. How do we get teachers involved in more community organizations?

## *Background Data*

### The National Federation of Business and Professional Women's Clubs, Inc. (BPW)

- Founded in 1919
- 170,000+ members in 3,800 clubs in 53 state federations
- International affiliations in 63 countries (about 250,000 women total)
- Membership is open to all women in business (any occupation) or professions and to those enrolled in colleges, universities, or other accredited educational institutions at the post-secondary level
- Primary goal is helping employed women; service goals such as career education are secondary in importance
- BPW is the largest organization of working women in the USA and the third largest women's group in the USA
- Examples of major program activities:
  - Established the BPW Foundation;
  - Young Career Woman Program;

    - Talent Bank for womanpower search (discontinued); and
    - NIKE Clubs for high school boys and girls; Samothrace Clubs for college men and women discontinued; kept existing clubs but formed no new ones

- Major significant accomplishments:
    - Leadership for ERA passage and ratification;
    - Creation of National Business Women's Week;
    - Sponsorship of the State Commissions on the Status of Women;
    - Establishment of numerous scholarships, fellowships, etc.; and
    - Operation of management seminars for members and nonmembers

## *Discussion of Issues*

*Issue: How can BPW members take advantage of their multiple memberships in community organizations to stimulate a coordinated community career education effort?*

Emma: We could serve by influencing other community groups to which we belong. For example, if we belong, say to our local Chamber of Commerce or Altrusa, we could raise the career education issue with them. We would obviously have to start with obtaining a commitment of our own members to career education.

Remember, ERA ratification is now BPW's No. 1 priority; career education can fit into this general emphasis.

Dorothy: We have to first encourage our members to be interested in youth. Many of our members aren't now interested in youth. They see development of club members themselves as the No. 1 reason for existance of BPW Clubs.

Emma: BPW members could work with other organizations who work with youth.

Mary Ellen: On an individual basis, BPW could do career education-type things. BPW operates at the "bootstrap" level; helping women move up is their primary role. BPW is already involved in three primary arenas: (1) home and family (2) education of women (3) career mobility. NOW you're asking us to add a fourth emphasis, i.e., an emphasis on youth. You have to remember that BPW members work at least eight hours a day; there's limited time available for most BPW members to engage in very much pure "service" type activities. It's not that many BPW members aren't interested or concerned. Rather, it's simply a matter of having too little time to do much more than try to promote career development of women in the few hours available after the working day is completed. Therefore, in this or any new program, motivation becomes the key force.

Hope: Everything we've said so far is part of the Career Awareness Project (CAP) of BPW that is already developed and waiting to be implemented. It's a question of how to motivate BPW Clubs to implement it at the local level.

Margaret: Some BPW members are afraid to face youth because they might get questions they couldn't answer; i.e., they have learned by experience, not in an academic setting (true for some BPW members at least).

Jane: To motivate our members toward career education, we could (and should) do a national program first, which would then filter down to the local club level. National programs of BPW do influence local level programs. The new BPW National program for 1978-79 is directly tied to career education.

Dorine: We could get some career education beginnings at this year's National BPW Convention this summer.

Hope: Historically, BPW goals began simply as ones concerned with assisting in the career development of its members. It then went to a "women-helping-women" emphasis. Now, if career education is to become a goal, we must move further and go toward adding (NOTE: Not substituting) a "women-helping-youth" emphasis.

Dorothy: If local BPW clubs are going to adopt a career education emphasis, they must be sold on a "what's in it for me?" approach.

Emma: BPW needs to attract more younger women; a career emphasis would appeal to many younger women (just as ERA does).

Dorothy: In Whittier, California (a conservative community), we don't try to sell BPW on an ERA basis; instead, we talk about what it will do for the individual woman who joins.

Barbara: I went into BPW thinking I would meet other women in business and professional work; and that by doing so, my life would be enriched. And so it has.

Mary Ellen: REMEMBER - BPW is not a service club!

## *Issue: How do we get school boards to let BPW into schools?*

Mary Ellen: In many schools today, if we even want such a simple thing as getting a poster up in the school, we have to seek school board permission. Sometimes it takes six months to get permission to put up a poster, and the event is already past before we get permission to publicize it!

Example: It took the school board one year to give us permission to ask teachers if we could come into classes to discuss ERA with students.

Dorine: The basic point is to be aware of school board "protocol." If a BPW member who is a teacher in a particular school initiates action, it is often possible to speed up school board permission.

Barnie: There seems to be a general reaction against letting outside organizations come into schools today. There was immediate resistance, for example, when BPW attempted to introduce the CAP program into schools. With APGA involved in producing it, it should have been supported by counselors.

Emma: Too many school boards still seem to base their reluctance on the fear that "if you let one in, how do you keep any others out?"

Since, in most communities, the controlling community organizations are dominated by men, it's hard for BPW to get a favorable reception in schools.

Mary Ellen: NO, the resistance is not to BPW; rather, it's simply to allowing any community persons inside the school building.

Barbara: NO, in some communities, the very though of some "women's organization" coming into the school is resisted; it is threatening to male principals.

Maxine: Making counselors aware of support of their career education efforts by BPW and the community leaders who can initiate a public protest at budget cuts which make school counselors the first target to cut.

Dorine: There are two basic approaches that many people use in trying to get into schools; namely, (1) "we want to work with you" or (2) "we want to clean up the mess you've made." OBVIOUSLY, the first may be welcomed, but the second is almost certain to be resisted and resented.

Dorothy: Career education's use of the work "collaboration" is unfortunate; you would do much better if you used the work "partnership." Everyone would understand then.

Peg: Since many BPW members are parents and since parents influence school boards, we could encourage BPW members who are parents to talk to school board members about (1) careers for women in education and (2) the need for career education for youth in schools.

*Issue: What does BPW have to offer schools?*

Dorothy: We can offer successful role models for use in career education.

Emma: Local BPW clubs can offer career exploration sites.

Mary Ellen: We can provide concrete examples of women in nontraditional occupations.

Jane: We can't expect local BPW clubs to even try to approach school boards with reference to career education unless it first becomes a national priority.

**Barnie:** We need an article following up this mini-conference put in the National Business Woman magazine. Louise Wheeler is the editor.

*Issue: How can BPW best work at the K-12 level in career education?*

**Barnie:** With some BPW members being teachers, there is a natural way "in."

**Dorine:** The Arizona career education matrix provides specific examples of what to do.

**Barnie:** BPW could serve as resource persons at the K-6 level.

**Emma:** BPW could help school career education people look at ways of reducing stereotypes in their career education materials.

**Mary Ellen:** With so few local clubs, it might be better to do this at the state, rather than the local, level.

**Maxine:** Agree, especially for smaller states such as Rhode Island.

**Dorine:** We'll get to Ken Hoyt a list of the new state BPW Presidents after they take office.

**Emma:** BPW could get involved by sponsoring essay or poster contests on career exploration for girls and boys on topics such as:

- "How could BPW help career education?"
- "Women's role in Business."
- "Women's role in History."

**Hope:** "Youth's role," not "women's role."

**Emma:** Women's role, too. School libraries have little on the influence women have had on history.

Almost every BPW club has a scholarship fund for high school and college students. All of these are career related.

**Mary Ellen:** We give "mini-scholarships" to BPW members to go to short conferences within the state, an "in-house" training for leadership roles.

**Dorothy:** I get $1,000 annually from my company to go to the BPW Career Advancement Scholarship Funds.

**Jane:** BPW commissioned Caroline Bird to write a book called ENTERPRISING WOMEN and asked local BPW clubs to buy them for donation to school libraries.

**Emma:** A BPW local club could buy, say, $100 worth of career materials for women and donate them to the local school.

**Jane:** School career education persons could borrow BPW materials from our Headquarters Library in Washington, DC, related to careers for women. This includes bibliographies on the topic as well as actual materials. The address is: 2012 Massachusetts Avenue, N.W., Washington, DC 20036.

**NOTE:** This library is part of the Business and Professional Women's Foundation which is at this address.

**Maxine:** It will work better to give schools career education materials that are not sexist than to give them simply money to buy whatever they happen to buy.

**Jane:** Many local BPW clubs donate a subscription to the NATIONAL BUSINESS WOMAN to local high school libraries.

**Mary Ellen:** Our local BPW Club donated money towards kindergarten kids to do a film on "A Day at the Kindergarten" which, with revisions, aimed at reducing sex stereotyping (in cooperation with other groups).

### *Issue: BPW potential for helping women in mid-career changes*

**Mary Ellen:** At the National Foundation level we've taken on displaced homemakers and given them scholarships to go to school to acquire specific vocational skills.

**Dorothy:** We have a Women's Center in Whittier to do professional counseling, job seeking/finding/holding/skill development, leadership skills, assertiveness training, etc. It's free to any woman in the community (except for a $5 charge for testing). Funded, in part, through contributions from Southern California Edison (Dorothy's employer).

**Mary Ellen:** At the local level, we help women make out job resumes and application forms. Women find out about us through other women's organizations such as YWCA, NOW, etc.

YWCA is a natural community contact for BPW. In the beginning, (1918), BPW, started in YWCAs; one of the initial sponsors for BPW.

**Emma:** We would encourage mid-career women to seek help from their local Chamber of Commerce that typically has lists of organizations (including BPW) willing and able to provide help.

**Maxine:** Most BPW clubs don't even have a telephone number. These local clubs vary in size from 15 to 550. The small ones have neither a mailing address nor a telephone number. Therefore, some women will have to go through their state BPW organization to find where BPW help can be obtained at the local level.

**Emma:** Local BPW clubs have not done as much as they could to help with the mid-career change problem. They could do much more.

A job placement office, for example, typically would not be part of the operation of a local BPW club.

Mary Ellen: Local BPW clubs are relatively small in numbers compared to the total number of women working in America BUT they have a disproportionally large influence in the community, earned over a period of years as a group who can deliver what they promise.

Hope: BPW is now international in 63 countries as an effort to encourage and help women at work. The BPW scope of interest is political, educational, and scientific. It operates as a nonprofit, nonpartisan organization since being organized in 1919 (when the need for women in the labor force first became apparent in American society - as something more than lowest paid labor).

## *Issue: The Business and Professional Women's Foundation*

- The research and education function
    - Operates Lena Lake Forrest Fellowships to doctoral or postdoctoral scholars for research in education, economic, political, social, or psychological factors affecting business and professional women (one or more awarded annually ranging from $500 to $3000 each)
    - Research Fellow program
    - Career Awareness Project - A published document aimed at helping high school students make and explore realistic career choices
- Library and Information Center
    - Provides core collection of books and journals on women at-work
    - Provides public reference and referral services
- Scholarships and Loans
    - Career Advancement Scholarships (for women 25 years or older - more than $100,000 awarded annually)
    - Loan funds for business and engineering studies
    - Sally Butler International Scholarship (to Latin American Women for graduate study in the USA in a field to benefit their native countries)
- Seminars - To provide special prominent management trainers
- BPW members, on the average, contribute about $1 each per week to support the foundation. This amount is matched approximately by grants from industries in the private sector which amounts to a total of about $250,000 per year.

### *Issue: NIKE*

Mary Ellen: This is a club designed to bring high school students (girls and boys) into an awareness of the world of work. Sponsored by BPW local clubs, it is run by the youth themselves as one of the school's regular club programs. For girls involved, BPW local clubs encourage them to attend local BPW club meetings and also take them to state meetings.

Jane: There are about 200-300 of these NIKE clubs in the nation, not nearly as many as there should or could be.

Question: What does it take to sponsor a NIKE club?

Answer: Only a small amount of money.

A lot of effort is made on the part of local BPW club members. They have to go to schools when clubs meet to talk with members about things such as careers and occupational information. Role models are provided but, typically, career exploration in the broader community is NOT.

Mary Ellen: We have several NIKE club members who are noncollege bound girls. We talk to them about things such as how to look for and find jobs.

Emma: In the NIKE club in which I participated, the counselor made the initial approach to the local BPW club and requested that BPW establish the NIKE club. The girls wanted both job information and information about parliamentary procedures, both of which this club provides. The local BPW club sought and found community persons to act as resource people for the NIKE club.

Maxine: Theoretically, NIKE is more consistent with career education than such other specific occupation youth clubs as DECA, VICA, etc., because, obviously, NIKE covers a wide range of careers rather than one career field.

### *Issue: Samothrace (for college students)*

There are only about 100 operating now. No new ones currently are being formed because college students are now eligible for full membership in BPW (if they're working 20 or more hours per week while attending school).

### *Issue: FBLA and NIKE*

Dorine: NIKE cuts across all fields. FBLA consists just of students majoring in business studies. In choosing high school clubs, students can spread themselves only so thin. At the moment, NIKE is continuing, but there is no major emphasis in BPW programming towards developing or expanding it.

Dorothy: All of our energies are now into ratification of ERA. We've got to get this battle finished before we take on another major "crusade." In Whittier, California, NIKE never did catch on much, primarily because FBLA was so strong.

Dorine: NIKE has had trouble because it has often been organized, like FBLA, in the Business Department of the high school. SEA vocational education personnel push FBLA ahead of NIKE.

The 1978-79 BPW National Program does not include a specific NIKE emphasis. If BPW were to push NIKE, it would have to become a part of the 1979-80 BPW program. (This is not to say some beginnings couldn't be made during 1978-79).

Dorothy: If OCE suggested to BPW that career education coordinators would like to work with NIKE, maybe something could be done.

NIKE clubs are open to boys as well as girls, but very few boys belong yet.

There's nothing to keep state and local BPW clubs from pushing NIKE even if it doesn't become a national priority. We could push to get a resolution at this year's National BPW Convention.

Barnie: Suggestion - There is the possibility of developing a resolution which each of us (who might wish to do so) could present at state federation conventions. These in turn would be recommended to the national convention. Creating the interest beforehand, 11 federations could give strenth to the acceptance at national.

NOTE: Mini-conference participants subsequently wrote such a resolution for their use; that resolution is not made a part of these minutes

## *Issue: Corporate Funds - Possibilities for use in a BPW youth emphasis*

Dorothy: Corporations are interested in youth. Properly packaged, a BPW youth emphasis could be sold to corporate givers. It's basically a marketing job.

Dorine: The federation is not set up to seek donations, even though the foundation is. However, the money the foundation seeks is used primarily for scholarships at the present time. Thus, there's no good existing mechanism available for seeking funds from corporations for use in operating programs at the club level among the federation.

Hope: The BPW clubs are trying to get a mission so they can grow (including ways of attracting younger members). A career education emphasis would be one way of doing so.

Emma: While the recruiting literature for BPW emphasizes advantages to the individual woman who joins, the club emphasis on service to youth is evident everywhere.

Sharon: Young members threaten many current BPW members. Remember, student members can't vote. The Young Career Woman Program is an excellent idea, but it isn't easy to implement. Our local BPW club of 200 persons, for example, didn't want to sponsor a high school NIKE club.

Hope: If a state BPW president received a communication from a state coordinator of career education urging more NIKE clubs, or a greater emphasis on youth in general, favorable results would likely occur.

Barbara: If BPW becomes aware of its potential role in career education, the implementation will be difficult at both state and local levels in view of the fact that no full-time BPW staff are available at these levels. For about $1-million in federal dollars, we could fund one full-time BPW state coordinator for career education programs in each of the 50 states.

Emma: When NIKE clubs were first established, career education didn't exist. NOW it's different and career education could stimulate BPW toward renewing their NIKE emphasis and expanding it, as well as emphasizing a youth emphasis in general.

Barnie: First, you need BPW enthusiasm at the state level.

### *Issue: BPW Youth Conferences*

Sharon: These are typically one-day meetings for high school and college age young women and men to acquaint them with BPW. They cover topics such as (1) free enterprise meetings (2) career advancement (3) community involvement (4) practical politics and (5) moral and ethical values.

Using buzz sessions, speakers, etc., as vehicles, they are carried out in high schools, universities, or community centers. BPW members contact the education institutions along with other community groups (e.g., Optimists, Kiwanis, etc.) to ask them to recommend youth for participation in the conference.

Hundreds of the BPW YOUTH CONFERENCES have been held over the last several years. There is a ten-page kit available telling any BPW club "how to do it."

No systematic follow up to these conferences is typically made.

Jane: Individual BPW clubs can do these conferences if they want to, but there's not big national push (at this time) urging them to do so.

### *Issue: Young Career Woman Program*

- Started in 1963, there is one young career woman per state representing their State BPW Federation. The 50 state "winners" are invited to the BPW National Convention and have a special program there.
- Selection Procedures - Each club picks a nominee based on such national guidelines as (1) 21-28 years old (2) working at least one year (3) successful work record and (4) record of community service.
- The local nominees go through the BPW districts to pick district winners who, in turn, compete at the state level to be named state YOUNG CAREER WOMAN OF THE YEAR.

- There is no longer a NATIONAL CAREER WOMAN OF THE YEAR; all 50 state winners are featured.

*Issue: Talent bank for womanpower search*

- No longer active in BPW as a national effort

Maxine: No effective national talent bank for women now exists. BUT, at the state level, there are some that work. For example, in Rhode Island, there is a computerized data bank, used primarily to identify women who are qualified to serve on various state commissions, boards, councils, etc., NOT as a job placement service. It is kept by the Rhode Island Advisory Commission Women.

Mary Ellen: A national data bank DOES exist in the BPW National Headquarters but is not now being kept up to date or utilized. I know that the White House has a Talent Bank of its own, but it is just sitting there idle.

BPW can't afford to scatter its forces by pushing the White House to make this data bank a top priority, while the ERA remains unratified and the top BPW priority.

*Issue: The BPW Career Awareness Program - Why Didn't It Fly?*

Peg: In our state, the school we started with was a private business college. The community colleges "squeezed" that school out, and CAP died.

Dorine: It didn't go well in Arizona primarily because career education efforts had already been well developed by the Arizona SEA and by many LEAs.

Hope: In Nevada, the schools would have taken CAP and accepted it, but the local BPW clubs didn't take the time required to implement it.

Jane: In Alabama, the schools would have cooperated; but, because of a lack of time, local BPW clubs didn't follow through.

Barnie: In Florida, we didn't get much response from our local BPW clubs. They had, shortly prior to the CAP effort, tried to get NIKE clubs established; and the school system had turned down this request. As a result, BPW club members were discouraged from going back to the schools and trying, once more, to work with them, this time on the CAP effort.

Sharon: Many BPW members had no idea what CAP was, let alone how to do it.

Mary Ellen: The BPW members simply weren't ready for the CAP program at the time it was introduced.

Barbara: BPW, like any other organization, has communications problems. Some of BPW activities (such as CAP) are unknown to all the individual BPW club members at the local level.

Remember, while 1,200 copies of the CAP booklet were sold, this doesn't mean 1,200 BPW clubs bought one, As a matter of fact, many school systems were among the 1,200 purchasers (as well as individuals who work in education).

# MINI·CONFERENCE
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National
Urban
Coalition

APRIL 11·12 1978

## NATIONAL URBAN COALITION

### Participants

Julian Thomas
J. I. Case Company
Racine, Wisconsin

Edwin E. Scully
Philadelphia Urban Coalition
Philadelphia, Pennsylvania

Carl M. Corbin
Metropolitan Area Committee
New Orleans, Louisiana

Marion Hobbs
Westchester Coalition, Inc.
White Plains, New York

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John L. Thompson
Academy of Applied Electrical Science
Philadelphia, Pennsylvania

Carla Leithoff
The Racine Environment Committee
Racine, Wisconsin

Rita Scott
New Detroit, Inc.
Detroit, Michigan

Betty Lee
Jeff-Vander-Lou, Inc.
St. Louis, Missouri

Hendrik B. Koning
High School Academies
Philadelphia, Pennsylvania

Hattie Harlow
Stanford Mid-Peninsula Urban Coalition
Stanford, California

Joseph H. Bradford, Jr.
Booker T. Washington Senior High School
New Orleans, Louisiana

Lila Swallow
Denver, Colorado

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### *Issues Raised by Participants*

1. What can be done to improve academic achievement?

2. How can parents become more involved in career education?

3. How can we get industry more involved in career education?

4. How do we bring about change in educators?

5. How do we motivate educators and community organizations to work together?

6. How can career education be made effective for the incarcerated? For returning veterans? For adults as well as for youth?

7. How can we use community organizations to help promote career education for elementary school-age groups?

8. How can National Urban Coalition (NUC) provide a community leadership role in career education?

9. Will collaboration work?

10. How can youth themselves be more involved in career education decision making?

11. How can we quit "skimming from the top" and do more to meet the needs of all youth, i.e., how to add a concern for the "qualifiable" to the existing concern for the "qualified?"

12. How can we best make known to youth the jobs that really are/will be available?

13. How can NUC best participate in giving youth employability skills?

14. How do we move from a demonstration to an implementation mode for career education?

15. How can NUC best participate in YEDPA in (a) making sure community concerns are heard, (b) identifying youth jobs, and (c) matching youth with appropriate community career education experiences?

16. What will the industry of the future look like? Who is forming the grand design into which we all are supposed to fit? Should we be meeting, for example, with the Business Roundtable?

17. How can we develop talents of all persons when current economic conditions are calling for less than full utilization of existing talents?

18. How can mass media best be used to further community career education efforts?

19. How can the efforts of activists best be supported as advocates for career education, recognizing that the need for change calls for the presence of activists?

20. How can NUC contribute best to helping teachers change their attitudes in ways that will enable them to better understand and implement career education?

21. What kinds of funds are needed to implement career education?

22. Can career education be used as a vehicle for getting business more involved with the public schools?

23. What can we do to ensure that jobs for youth really DO exist?

24. How can schools be encouraged to give academic credit for NUC career exploration projects?

## *Discussion of Issues*

### *Issue: What can be done to improve academic achievement?*

John: Academic achievement of students entering our high school program is declining. Within our own school system, we asked, "Do educators care?" Our immediate alternatives, in seeking to lay blame for this condition, seemed to be to either (a) attack the community, (b) attack the school system, or (c) attack the private enterprise system. We realized, of course, that we need the active involvement and support of all three to reverse this trend.

Part of the problem is that most teachers in urban settings don't understand the problems of urban youth or what they must endure. As possible solutions we have tried such things as:

- Approach teacher education institutions and propose an internship for prospective teachers that call for them to live, for awhile in the urban community.
- Encourage current teachers to participate in home visits. Such visits demonstrate to teachers that some of what they are asking their students to do at home aren't always possible. In addition, the teachers may learn some "urban language" that will make communication with urban students easier.

Ruth: The educator should understand the language of the inner city but shouldn't necessarily use that language in talking with students. It is a mistake to do so; we must raise the students up, not go down to where some of them are.

Organize and operate evening programs for parents aimed at motivating parents and encourage their children to remain in school. Problem with this is the teacher union; if teachers aren't paid extra, the union discourages them from participating in these activities.

There is no doubt but that many urban youth are "turned off" from our present educational system. There are now many, many good materials that exist and could be used to help motivate urban youth. Too many educators neither know of their existence nor do they use them even if they are available. As a result, I have proposed that some community organizations take these developed materials and use them to help motivate urban youth.

Hattie: We have found many urban children entering kindergarten at or above grade level who are way below grade level achievement by the time they reach the third grade. To try to approach this problem, we are running a series of six conferences involving parents, educators, and the Urban Coalition. Youth themselves are urged to attend and to speak out at these conferences. Industry is also invited and urged to get more involved with schools.

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Ruth: Teachers, like youth, approach education as eager learners. The educational system shortly turns them off as effectively as it does their students. When neither teacher nor pupil values learning, not much learning takes place.

Hank: We found ourselves faced with a situation that was (a) typical high school youth reading at only about the fifth grade level, (b) a 60 percent attendance rate, (c) a 50 percent high school dropout rate, and (d) many school leavers winding up in jail. The question we faced was what could be done? An approach we tried included:

- First, we started with existing jobs and asked ourselves the question: What do youth need to know in order to get and succeed in these jobs?
- Second, we determined to deal with the youth in a holistic sense, i.e., not to fall into the trap of thinking of youth, say, as in 10 parts including the need for separate efforts in "remedial reading," "remedial math,", etc., we said, "Let's deal with the whole youth."
- Third, we established a system whereby students would become aware of the need to learn basic academic skills as they seek to prepare themselves for work. For example, we might say to the students: "Here's your tool box. Figure out the tax and you have it. If you can't figure out the tax, go see your math teacher. When you've learned how to figure the tax, you can have it." OR "Here's the manual you need to use in fixing this engine. If you can't read the manual, go see your english teacher. When you've learned to read the manual, come back to the shop, and then you can fix the engine."

Ruth: In short, what you're saying is that you established a system under which students are given a reason for learning the basic skills.

John: The NUC, at the local level, should be lobbying fiercely with educators urging educators to do better in relating school with work.

Julian: To encourage academic achievement, we've got to make it vogue to achieve. We need an "excercise field" for the mind as well as those "exercise fields" that now exist for the atheletes in our schools. We must quit allowing youth to be beat up by their peers for getting "A's" in school. The coalition could do something about this.

## *Issue: Working with parents in academic achievement and career education*

Ed: When the question of "how do you improve reading scores?" comes up, the inevitable answer given is "get the parents involved." BUT we so seldom do it!

Marion: Inner city parents have to "psych themselves up" just to go visit the school. They don't want the teacher to see the clothes they have to wear or to say things to them that the parent doesn't understand.

We ought to have a "parent advocate" able to go to the school with the parent so someone would be present, able to help the parent understand what the school people are saying with their "educationese."

Lila: We tried this in Denver, but we made so many enemies with the school system we had to drop it.

Marion: It could work if the advocate went simply to help the parent understand, i.e., not to change the school nor to criticize the teacher.

Lila: It sounds easy but, in practice, it doesn't work out. We gave the advocates all the warnings you suggest, but it didn't matter because, basically, schools don't want "parent advocates" in the building.

Julian: We secure our parent advocates through the NAACP, not through the coalition. That way, if the school doesn't choose to listen, we turn it over to an NAACP lawyer.

Joe: The teacher who doesn't live in the community has real problems in terms of understanding either the parents or the community. The coalition could do something about this.

Hattie: If you can motivate the child enough, the child will motivate his/her parents.

Betty: We do this in our summer program. We organize this program like an industry. The youth learn to be successful with the coalition acting as liaison between the community and the school. When parents come to see what's been going on, we establish a three-way contact that often results in more motivation for the parents themselves.

Hattie: We do this through our Girls' Club. The students are used to get the parents out, and it works.

Hank: Would it be O.K. to tell parents "either come to our meeting or we will not accept your child in the program?"

Marion: No, it would not be O.K. Part of the problem is that, in many urban homes, there is little or no hope left. The impression parents necessarily give their children is "there's no use in your doing well in school because you're not going to get a job when you finish anyway."

Betty: We've often found the parents will show up at school, or in other communities in which their children participate, IF the child is successful and the parent can see evidence of that success.

Joe: Some parents simply aren't reachable in the urban setting.

Ruth: We need to address some of the parents' problems, too. For example, there are lots of parents who, instead of finding time to learn about jobs their children are planning, must worry about "where and when will I ever be able to find a job?"

If you don't understand what the urban parent is up against - the frustrations, health problems, unemployment, lousy housing conditions, no visible opportunities for a brighter future, etc. - you can't deal realistically with the problem. It's hard to "expect" parents to "help" if you really understand what they are up against.

Lila: Let's not give up on the parents. It's not hopeless.

### *Issue: On relating school to work*

Hattie: Many school systems are set up to reward teachers only if they prepare students for college attendance.

John: This is wrong and the coalition should lobby to correct it.

Hattie: We do it. The schools have said "help us," and we are.

Julian: In Racine, we found high school students being trained on equipment that was 15 years outdated. Industry help get more relevant equipment into the schools.

Betty: In St. Louis, industry has agreed to fund six to eight schools to help them to become more independent. In this way they can develop more innovative programs relating school with work.

Hattie: We're running an office machine program now (with IBM's help). We hadn't planned to give graduation certificates of any kind; but the students asked for them, so we are now going to provide them.

Hank: We never give a certificate unless the youth can do the work. Too many parents today go to high school graduation ceremonies to watch their children get a diploma but graduate as an illiterate, and that's wrong.

In Philadelphia, we have attempted to move toward educational change that would better relate school to work through the "seeding model" approach that works something like this:

- The coalition asks, "Do you want youth to be prepared to do "X?" If industry says "yes," then industry pays extra costs involved in establishing the program as a "school within a school."

  Note: The school system pays for the room, the heat, and the teacher's salary.

- The "school within the school" is managed by a Project Team consisting of the special teachers assigned and industry persons, NOT by the school principal, even though it's in his/her building. On the Project Team are members of the school board, experts in the occupation for which training is being given, community volunteers with special skills, etc.

- A project can be set up for any occupational field. Once it's established and running, it can be incorporated as a nonprofit corporation, and new models in other occupations can be established.

*Issue: Using the media to foster coalition goals*

Ruth: The media could, if they chose to do so, help us with problems of basic academic achievement. For example, if you ask most youth today how to spell "light," they will answer "L-I-T-E." The coalition could demand of the media that they emphasize quality.

Julian: In Racine, the news media used to routinely make announcements such as "Two black males robbed the gas station" but NEVER announced "Two white males robbed the gas station" when that occured. The coalition called this to their attention and got this changed.

The media could be encouraged to stop always showing minority boys with a basketball; instead, they could show them with a test tube conducting experiments.

Carl: The image projected through the media is controlled more by the advertisers than by the TV stations themselves.

*Issue: Preliminary thoughts regarding the NUC as a community influence*

Hank: The NUC can do many kinds of things at the local level. The key is the personal qualities of the local NUC leader who must be dynamic enough and committed enough to put enough pressure on the community to get action.

The NUC could be much more effective if it didn't try to do everything for everyone.

A local coalition can serve to make the community aware of problems. It does not have to serve simply as a mechanism for serving as an advocate for problems raised by community members.

Hattie: You must remember that each coalition is autonomous. For example, while some of us are interested and involved in career education, other local coalitions are not at all interested in career education. We tend to be interested in those things that our community members see as problems.

Ruth: Local coalitions do tend to pay some attention to priorities of NUC. For example, this year NUC has called for a 5 percent improvement in employment. This priority has been adopted by a number of local coalitions.

Ed: The coalition is not in the mainstream of change primarily because they don't have the money it would take to do so. We have trouble, in our community, right now obtaining CETA money because our local prime sponsor doesn't feel kindly toward us. This leaves us with less power and clout than we need to have.

Ruth: Too many local coalition leaders get "burned out" because they're asked to be all things to all people. You just can't protect all of the people all of the time.

### *Jeff-Vander-Lou Coalition's career education effort - St. Louis, Missouri*

Betty: A few years ago, my private business, Proud, Inc., moved into the Jeff-Vander-Lou area, a poor neighborhood in the inner city. We offered to publish a community newspaper for the coalition in return for the use of a beautiful building which had been previously given to the coalition from the Arrowhead Foundation. Previously, the building had been used by the Brown Shoe Company to train new workers who would be placed in a new plant which Brown was building in the area. Brown placed 450 of the "graduates" in the plant.

In the area of housing rehabilitation, the general contractor was required to train inner city residents in housing rehabilitation. Because housing rehabilitation was new at that point in time, organized labor didn't object to our training our minority citizens to work in this area. We did this training also in our coalition building.

We next began to stress the field of communications. We found we could use inner city youth, through the Summer Youth Program of CETA, to write stories for our newspaper, take pictures, etc. This was far better and more productive for such youth than the previous "make work" jobs many had found in the CETA Summer Program.

We have also started an architectural drafting CETA Summer Youth Program, using college students as instructors.

Following these kinds of experiences, we requested support from the Mott Foundation for a year-round youth program of career training. It was funded in November, 1977, and we are now working with the School Board of St. Louis to arrange for 64 in-school high school youth to:

- Attend our training one-half day and regular classes one-half day;
- Receive academic credit for the training we provide; and
- Receive training from instructors who, while technically competent, don't have teaching certificates.

  Note: The school board is still questioning whether or not they will have a voice in selection of students and whether or not we will pay to evaluate it.

The options open to youth in this program include: photography, video production, and film making, along with a very complete career education effort aimed at helping them acquire adaptability skills.

We have now made contact with our local CBS station vice president who is trying to get us support from the CBS Foundation. Our future plan is to operate a full alternative school on a continuing basis. In addition to this, S. W. Bell has offered us technical assistance and assistance in placing our graduates. The point is, industry is willing to help us.

Our entire effort is being coordinated with the career education program of the St. Louis Public Schools with very good working relationships existing.

### *New Detroit, Inc. - Detroit, Michigan*

Rita: We have had one meeting this year to tie together public employers, private sector employers, and the school system to talk about education/work relationships. This allowed employers to look at curricula and make suggestions to educators. Other meetings are being set up between different occupational clusters and educators. The role of the coalition is largely a facilitative one.

We're asking industry to begin working with the school system in terms of job forecasting for the 1980s. Again, the coalition's function can be described by words such as "clearinghouse," "facilitators," and "catalyst."

The school system has the desire but not the resources to play this role with industry all by themselves. New Detroit, Inc., already has good contacts with the private sector which they are using to help the school system get together with the private sector.

If the school systems get to the point where they develop this kind of private sector linkages for themselves, the coalition would still have a key role to play in (a) identifying community needs, (b) serving out-of-school youth and adults, and (c) making information and service available to adults in the inner city community.

New Detroit, Inc., can, and is, playing a significant role in helping the leadership of the Detroit Public Schools encourage teachers to change in ways that make their teaching more relevant in terms of relationships between education and work.

### *Issue: What would be an ideal working relationship between a local coalition and the public schools?*

Ed: The superintendent of schools should be on the coalition board, and the coordinator of career education for the school system should serve on the coalition education task force.

Note: Most, but not all, local coalitions do have an education task force. Ideally, those community organizations interacting with the coalition should each have a counterpart in the school system with whom they can also interact.

Carol: The coalition doesn't have to consider school people as enemies; it's much better to consider them as "partners."

Hank: That is much more idealistic than it is realistic; we still have to deal with racism, personally as well as institutionally.

The coalition through its education task force should spend its energies together with private industry on being an effective advocate for better schools. The coalition simply cannot ignore, nor sanction, turning out illiterates from a public school system.

Ruth: A *monitoring* function for the coalition is essential. Working with community groups, private sector organizations, and school systems, the coalition must monitor all of these subsystems to protect the best interests of minority persons and to provide advice on how the school system can best meet needs of minority students.

In addition, the coalition should *supplement* the public school system within the community to meet additional educational needs (including life-style coping needs) of inner city youth and adults.

Lila: "Monitoring" may not be the right word; perhaps "support" is a better word, i.e., "support" for education subcommittees concerned with relating education and work.

Ruth: There are elements in the community who aren't comfortable with the *legal* monitors appointed by the court for desegregation. The coalition needs to make sure the voice of such community citizens is heard.

Hattie: The coalition, ideally, is a *community coordinator of resources* that can and should serve minority persons, including minority students enrolled in the public school system. The coalition can and should make contact with these community resources to develop career education experiences at the K-12 level.

The coalition goes to companies who are looking unsuccessfully for qualified minority persons to employ. We say to industry, "If you want the situation changed, you've got to get together with school persons so they will produce the type of minority graduates you want."

At the elementary school level, the coalition's career education efforts are aimed at improving career education delivery for *all* students. At the secondary school level, it should operate more as a *supplementary career education effort* for minority youth.

Ruth: Ideally, the effort should be built beginning in the preschool year and extend all the way through the education system. Further, it should, to the greatest extent possible, involve parents so that parents, as well as youth, can learn about careers and about education/work relationships.

Julian: Remember the basic purpose of a coalition *is* "coalition." After the riots 10 years ago, industry decided something had to be done, i.e., there was *business* reason for community coalition efforts.

We started by noting that pitifully few minority youth were able to attend college. Industry supplied grant (*Note*: not loan) funds for such students, as well as tutorial remedial help for those needing it. It was only *after this* that we began to work in our coalition with the school system.

In recent years, we've found industry looking for technically skilled persons; so we have extended our efforts to assist minority youth training at the postsecondary level in these areas as well.

Ideally, the coalition could help school systems best by encouraging industry to make good job forecasts, to get such data back to school systems, and to get industry to work collaboratively with school systems in career education efforts.

If this is to work, it is vitally important that industry, in addition, set aside a certain number of jobs for minority youth trained in "X" occupation (that they had recommended the schools provide).

Hattie: I disagree with this. The coalition boards are structured to represent all elements of the community. That is the major strength they have to offer to the school system.

Hank: Ideally, if there is little or no innovation going on within the school system, the ideal role of the coalition is to supply school systems with models for innovation and change in education.

## *Issue: Advice for Office of Career Education (OCE)*

Rita: Career education, for minority youth, differs from adequate career education for others primarily in terms of the great need for information to be transmitted to parents and other community members over and beyond that which is done directly for youth in the school's career education efforts. We need to deprogram the adult community. I feel this as a dual role for the coalition and the public school system.

OCE should think of the coalition, not only in terms of our potential for helping with the school system's career education efforts but also in terms of our potential for helping career education efforts of a wide variety of community-based organizations.

John: The coalition needs the help of OCE in impacting need for community collaborative efforts at the state level, over and beyond the local level.

Carl: OCE should be prepared to answer the question, "What leads you to believe that, if a comprehensive career education effort were in place, that minority youth would, in fact, be benefited?" The answer cannot be assumed to be, "It's good."

Hank: Coalitions are established to bring together various decision making forces in the community. This has been true since John Gardner started the concept in 1966, even before the riots. The coalition should be viewed by OCE as having potential for playing three key roles:

1. Model building - that schools could adopt and adapt - proven successes;
2. Clarifying and stating expectations of the minority community from education; and
3. Promoting educational change.

Ruth: I wouldn't want to see the federal government fund only those career education demonstration efforts or only those coalitions efforts with a "proven track record." That would stifle, rather than encourage, creativity and prevent new ideas from being tried.

## *Issue: Suggestions for Office of Education's (OE) I Can Plan effort*

Julian: To do this right depends on putting some money on paid staff who work with community volunteers. Volunteers can't do it alone.

Lila: If you keep ineffective school counselors on the payroll and then ask community volunteers to come in and do what the ineffective counselors haven't done, it will fail.

Ruth: What kinds of credit are you going to give to the volunteers, i.e., how are you going to help them get credit so they can, if they wish, move from a volunteer to a "paid employee" status?

Lila: Every volunteer needs a "payoff," but not all of them need money or paid employment.

Julian: Don't pay the persons who coordinate the volunteers exorbitant salaries while working the volunteers to death.

Joe: In New Orleans, our volunteers from business/industry are recruited by the school system's director of volunteer services.

John: In Philadelphia, "shadowing," as part of career planning, is already carried out for minority youth by the American Foundation for Negro Affairs (AFNA).

Joe: "Shadowing" is done in the New Orleans Business Partnership Program where, in effect, a single industry "adopts" a single school. In addition to shadowing, they also sponsor such things as career planning clubs, field trips, job readiness programs, etc. What else would I Can Plan think of doing?

## *Issue: Advisability of federal "demonstration" efforts*

Ruth: What is needed are "stablilization" rather than "demonstration" programs. We've had three-year "demonstration" programs ever since the War on Poverty started, and they typically fold as soon as the three years are up.

Carl: Isn't a three-year effort better than no effort at all?

Ruth: If you're in an urban setting where people have lost hope, a three-year effort isn't long enough to provide them with enough hope to continue on a local basis once the federal funds are gone.

Marion: What good will, say, 15 "demonstration" programs across the nation do? If they end in three years, they will die. Moreover, their results won't even be known to other communities. There simply must be long term federal funding if career education is to work.

Hattie: You could make, say, a three-year demonstration effort available to a school system with the provision that the school system would continue using local funds after the three years is up.

Ruth: Local funds depend on support of industry. It is unreasonable to assume that what industry wants for and from our youth is the same as we want from our children. The federal government owes it to us to help us give our children what we know they need, not just what industry wants.

# MINI·CONFERENCE
## 14

Rotary International

APRIL 13·14 1978

## ROTARY INTERNATIONAL

### Participants

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Owens-Illinois
Cincinnati, Ohio

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Gold Beach, Oregon

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Canton, Ohio

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DuPage County
Villa Park, Illinois

Archie Royse
El Reno, Oklahoma

Albert Stephanides
Rotary International
Evanston, Illinois

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New York Telephone Company
New York, New York

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High Point Bank and Trust Company
High Point, North Carolina

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Montana College of Mineral Science
and Technology
Butte, Montana

Robert Geoghegan
Fairfield, Connecticut

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### *Issues Raised by Participants*

1. How to get more community people involved in career education.
2. How to start career education with the community rather than the school system.
3. How to help educators learn more about industry.
4. How to get better communications between educators and the business community.
5. How to make sure jobs are present at the end of the line.
6. How to get youth as interested in career choices as they are in money from jobs.
7. How to fit specific club programs into the total goals of education.

8. How to coordinate community efforts in career education.

9. How to marshal community resources for career education.

10. How can Rotary career education efforts be sustaining, i.e., moving beyond career days?

11. Can Rotary do something to show youth that they must plan to do something after they leave high school?

12. How could Rotary get a national television (TV) program on career education?

13. How to get private enterprise persons to volunteer time for career education.

14. How to get suggestions for action to Rotarians that they can understand and carry out.

15. How to help teachers become more aware of ways of using community resources in the classroom.

16. How to assure that quality people from business are picked to work with educators.

17. How to help teachers get over the fear of asking for help from businessmen.

18. What can Rotarians do in addition to serving as guest speakers for career education?

19. How to identify community experts who can help educators in specific content areas.

20. How to help youth develop a respect for work and for workers.

21. How can Rotarian requirements for upper management people as members be used to talk with you about the lower level jobs they (youth) are likely to find?

22. Need for a central clearinghouse. How to avoid duplication of community efforts in career education.

23. How could Rotarian career education efforts extend to adults as well as youth?

24. How to broaden Rotarian efforts to include taking youth into the workplace as well as bringing Rotarians into the school setting.

## *Discussion of Issues*

### *Issue: How can Rotary career education efforts be sustained throughout the year - moving beyond "Career Day?"*

Herbert: We have never, in our club, had anything like a "career resource bank" that could be used by school people to help youth make contacts in the occupational world as well as identifying resource people for the classroom itself, i.e., a way of letting youth see as well as hear about occupations.

George: Do you mean, for example, if a youth is considering chemistry as a career, we should set up a "resource bank" that would allow him to go out and make contact with a chemist?

Answer: Yes.

Herbert: The "career resource bank" IS a good idea for Rotary to consider.

Bob: Remember, the Rotarian is only the catalyst; some people in the "resource bank" won't be Rotarians.

We've found it easier for youth to call resource persons at home rather than at the office so the youth won't be so threatened. In setting up our resource bank, we ask businessmen such questions as:

- Will you let youth "shadow" workers at your plant?
- Is your business available for field trips by classes of youth?
- Do you have things from your business (equipment) to donate to the school's career education effort?

Jack: We tried, several years ago, to encourage "X" number of Rotarians to serve as resource persons for counselors at each school in the education system. These resource persons should, under this plan, be able to supply the counselor with resource persons from any occupation needed. The idea was that counselors would know what teachers needed and could serve as our key contacts. The whole thing fell flat.

Herbert: Where did it break down?

Jack: Blame could be put on both sides. Some Rotarians weren't available when needed. On the other hand, some counselors weren't interested in it.

Herbert: There is some reason to believe that the quality of teachers has declined in recent years. If this is so, would teachers take advantage of a career resource bank if one were to be made available?

Bob: Yes. Schools have to do "N" number of in-service days for teachers each year. In our system, we brought Rotarians into these meetings to let teachers know the kinds of help they could get from Rotary. We started with only four teachers expressing interest (about three years ago), but it has now grown to include 118 teachers involved with Rotary at the present time.

George: Who was assigned responsibility for accountability in the program Jack described? Rotary or the school system?

Jack: Rotary had it.

George: It's very important to pick people who really believe in career education. Sometimes, a local Rotary club can have 500 projects in a single year. If a given project is important, it must be done well!

Charles: In our system Rotary is accountable for getting the resources, but the school system is accountable for using them. To meet Rotary's accountability, I went to the business/industry people and got commitments from 60 Rotarians; then went beyond the Rotary to other community persons. We now have a list of about 400 business/industry resource persons. Rotary took responsibility for putting our career resource book together, and the school system took responsibility for producing sufficient copies so that every teacher could have one. We average 1200 requests from educators annually and find that our 400 resource persons is about the right number to meet this demand; i.e., each is used three to four times per year which is enough to keep them interested, but not so much that any one of them is overworked. This is the balance you must strike.

Bob: We did a "Rotary Goes to School" day in which each Rotarian was matched with one student and went to class with that student all day. After school, they all met with the faculty to critique the school's instructional program.

Jack: What percentage of Rotarians in your club participated in this?

Bob: All of them did it.

George: We've gone to several community organizations lately and asked them if they need help from the telephone company (where I work). If they say "yes," we try to help them. The school system is only one of these organizations.

Why couldn't this "offer to help" approach be extended for the telephone company to the Rotary club itself? We will do better in working with schools (or any other community organization) if our first efforts are perceived as helping them solve their problemss. If we can start there, we can move on to some of our concerns later.

Vern: We still have the problem of how to get teachers to really use the resources. Too many teachers still resist doing so.

Charles: We started by talking with the superintendent of schools. He sent us to the coordinator of career education who was enthusiastic. The superintendent then talked to the teachers himself and supported the Rotary career education idea.

The long run success is dependent on the business resource person doing a really good job when he comes to the classroom. This is the only way to make teachers enthusiastic about the effort. They want to see the resource persons who are willing to follow through on what teachers feel should be done. We do better by selling the educational leaders first, then the teachers.

Bob: The thing that bothers me is Rotary itself. You can't expect someone to accept you unless they know you. How many of you know your education system? How many of you have taken the trouble to find out and then tell educators what future job needs will be in your community? Rotarians are people at high enough levels so that they do know the job future in their communities. Rotary, as well as the schools, deserves criticism for lack of good working relationships.

We have 10 programs now operating through our local Rotary club. Career education is number 1 priority in our local club right now.

George: Of the Rotary clubs represented here, how many have "career education" as one of their top three priorities right now?

Answer: 5 out of 9.

Gus: Aren't we being presumptuous to say career education should be funneled into Rotary? For us to say this - even if we could convince National Headquarters to go along - would mean little in local Rotary clubs throughout the country. We have to face the question of what would turn a local Rotary club on to adopt a career education approach, i.e., you can't "order" it or "demand" it.

Archie: Self perpetuation is one reason you could give. Rotary is organized by occupational classifications, so it's natural to combine their organization structure with career education and ask where are the future Rotary members for occupation "X" to come from if we don't interest some youth in entering it.

Vern: It is one of the four areas of service for Rotary. Rotary has four avenues of service: (1) club service, (2) community service, (3) vocational service, and (4) international service. Career education fits into "vocational service."

George: Self preservation of both our country and our individual businesses is a good reason for Rotary to take on career education.

Vern: Service to youth is another reason for Rotary to take on career education.

To develop a steady stream of employees who want to work is another reason for Rotary to take on career education as a priority.

Jack: Our top local club priority is a camp for handicapped children. Should I try to convince our club that career education is more important?

Charles: One of the most important things we could do for you is to help them discover their own interests in and aptitudes for work.

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Bob: Don't play "career education" off against a "camp for handicapped children." The camp costs a lot more money, but career education takes a lot more volunteer time on the part of Rotarians. Both should be done, but they represent different kinds of "expenses."

George: If we don't have an economic system, you can't do social good. Unless youth understand, appreciate, and value good work, we won't be able to forever fund things like camps for handicapped children.

Vern: Career education is an opportunity for every Rotarian to have and use an expertise that is needed, i.e., his own occupational specialty. This could be given as a reason for taking on a career education emphasis.

Jack: A goal of integration of efforts may be the answer we are looking for. That is, we could consider putting a career education emphasis into the activities planned for our summer camp for handicapped children.

John: Providing Rotarians with a way of building positive relationships between businesses and youth may be a way of selling career education to local Rotary clubs.

Gus: I can think of an approach that would involve teacher workshops (maybe even with college credit), with industry people (maybe even Rotarians) acting as instructors to teach teachers about the world of work.

Don: There would be a lot of resistance unless teachers were paid.

Vern: I believe this would be possible through the local Rotary club but maybe not for academic credit.

Bob: Maybe the proper role for Rotary to plan in something like this would be to act as the catalyst, rather than the conductor, of such an effort.

Vern: Maybe this would be a good thing for several local Rotary clubs to join forces in sponsoring and conducting.

Archie: There are lots of local Rotary clubs now doing absolutely nothing in career education; how to encourage them to do something is a problem.

Vern: It really takes one enthusiastic Rotarian to get it going.

Charles: You've got to sell the educational leaders first and then take them, with their commitment and enthusiasm, to the Rotary club. Few Rotary clubs will turn down this type of plea from educational leaders.

Herbert: There are, in most Rotary clubs, about 20 "chiefs" and about 200 "Indians." If I can sell the "chiefs," the "Indians" will fall in line. If I come back to my community with a good sound plan to implement career education, the leaders in my club would buy it.

George: Not in my club. In my club, we have 200 "chiefs" and fewer than 20 "Indians."

Don: To get career education into a local Rotary club, the biggest requirement is to start slow and to be successful in your first efforts, no matter how small they may seem to be.

Jack: Maybe. Right now, we're trying to raise money for our summer camp. We might get more support if we emphasize that part of our summer emphasis will be on helping the handicapped youth consider career choices.

Don: A "careers" emphasis does appeal to handicapped youth; no doubt to this.

Yes. Our career education emphasis has helped build local community recognition for our Rotary club. In the small town where I live, Rotarians know every kid in town, and it's easy to make contacts with them.

George: Yes. Our career education emphasis has helped our club by letting a lot of our members who thought no one cared about them discover a youth who really needed them to provide career information, i.e., who would call them on the phone and ask for their opinion. This is ego rewarding. At every weekly meeting, members now talk about the youth they are helping in career matters. It's a positive thing.

*Issue: How to get teachers to become more aware of ways of using community resources in the classroom*

Vern: We've asked business/industry to (a) evaluate the school systems' courses, (b) conduct plant visits, (c) provide awards and recognition to students for career exploration activities, (d) serve on career education advisory committees, and (e) provide technical assistance to teachers. Moreover, we've found people for each of these areas who are willing to help. The problem is one of how do we get teachers to take advantage of these diverse kinds of resources once our local Rotary club has gone to all the trouble to identify them and make them available. While, to date, some teachers have taken advantage of such opportunities, many remain who have not.

Herbert: Why isn't Vern's program working as well as Charles' seems to be? Does Vern have the kind of administrative backing from education leaders that Charles appears to have gathered?

Vern: Yes, we have administrative backing. BUT this doesn't mean much to teachers when they get back to their classrooms.

George: Did you go to the teachers and say "how can business/industry help you with your problem?"

Vern: No. But maybe this is the approach we should take.

Charles: Does your program begin in the early elementary school?

Vern: No, we work with a high school district that is separate.

Charles: It's the elementary teachers who get the ball rolling for you in education, not the senior high school teachers at the start.

*Issue: Need for a central clearinghouse - How to avoid duplication of effort*

Bob: There should not be a "hard sell" set of information on any career. It's important for the data bank to contain information on both sides.

Charles: We let the youth ask the questions. We don't go in with a "pitch" to sell them on any occupation. We just try to respond to their questions.

We found groups such as Boy Scouts coming to us and wanting to put their career materials in our Rotary career education resource book, and we let them do so.

Bob: The CAREER INTEREST SURVEY used by the Exploring Division, Scouting, USA, tells us the number of youth interested in a particular occupational area. Rotary in our area has obtained these counts and used them in our own career education efforts. This is a good example of a "clearinghouse in operation."

George: On May 11, we're inviting 50 Junior Achievers to the New York City Rotary Club for a morning seminar on careers. These 50 Achievers will be separated into four equal groups, from which one Achiever will be selected by each group to give a short (four to five minute) presentation at lunch. These students are given chances to ask questions of Rotarians about occupations. The big advantage to JA is expansion of business contacts for JA members and a public relations device for JA leaders.

Question: Could JA be a vehicle for encouraging Rotary clubs to become more involved in career education at the local level?

George: Yes.

Bob: Some times yes, and sometimes no.

Jack: The key question is: Which organization, Rotary or JA, has the strongest individual leaders? That will decide it.

*Issue: Has a career education emphasis in a particular local Rotary club really helped the local Rotary club?*

Charles: Definitely yes. We've been able, through our career education efforts, to involve every Rotarian in an action service effort, to some degree.

Archie: Yes. It's had a unifying effect and has given us a sense of pride. Besides, it is service which is what we are supposed to be all about.

George: Yes. Career education could, for example, appeal to Jack's club (with their emphasis on the handicapped) by encouraging handicapped youth to consider careers.

Vern: We've discovered it's better if information in our resource bank contains more information about the resource person and how she/he can be helpful to teachers. To put in only "bare bones" data is not so motivating to teachers.

Bob: We have a special workshop for teachers called "How to Use Community Resources." This workshop is put on for teachers by Rotarians. To be sure, not nearly all teachers will come to workshops like this, but it's certainly worthwhile for those who volunteer to do so. This is a most appropriate role for Rotary to play in career education.

Archie: I agree.

Vern: Yes. Rotarians, after all, have a good reputation in the community; i.e., they are believable persons who teachers, by and large, respect.

Gus: Some Rotarians are very suspicious of occupations in which some of their fellow members engage. Perhaps, before trying to sell the whole package to educators, it would behoove local Rotary clubs to begin by selling each other on the worth and value of each occupation represented in the local Rotary club.

Jack: We have been using school counselors as "middleman" to get our career information through to teachers. Has this been a mistake? Should we have been going directly to teachers?

The counselor is the wrong "middleman" because he/she is so often assigned things to do that prevent participation in career guidance. You would be better off starting with just one teacher and letting it spread from there.

## *Issue: The general importance to youth should be the overall goal*

George: If you send me materials from your local clubs and your personal involvements, I'll duplicate them and send a packet to our mini-conference group. Also, we could do a "second round" after we all make our site visits.

Don: The Departments of Labor, Agriculture, and Commerce have prime time television/radio program spots. OCE could design short films/tapes for mass public education.

Gus: In addition to this, Dr. Hoyt and other career education leaders should have interviews on national program "talk shows," i.e., Today, etc.

Vern: A national and visible effort needs to be developed and implemented toward defining career education in meaningful and contemporary terms, especially differentiating it from vocational education and expanding it.

George: OCE, and possibly a consortium of national organizations, should serve as a "clearinghouse" for ideas and programs that are working (e.g., Charlie's program in Corpus Christi)! A listing of these programs would provide the credibility for others.

John: There is a need for an advertising campaign to inform individuals and groups that there is a vacuum. At least it would make people aware of the need for a community project for the National Advertising Council.

George: OCE with national organizations should promote and facilitate the distribution of select/important articles on career education. A special effort should be directed to the development of a mechanism for past mini-conference participants to be able to send an article in from their reading for distribution.

Bob: Dissemination of information and materials is one thing, but getting people to read and use them is another.

Bob and George: Some selective identification of what currently exists is needed along with some prioritization of its usefulness.

Bob: How extensive is journalism's involvement in exposure of career education?

Charles: When we get home we should write Jack Davis, the man who selected us, and tell him why we appreciate having been here. He might pass our enthusiams on to the president-elect. We could send copies of our letters to Dr. Hoyt.

Archie: I think we should develop something for our local newspapers/TV reporting on this conference when we return home. Also, we'll be on our club programs for a report.

John: Another type of outlet is the radio commentaries of LDS series on parent-child relationships, "What have you done for your child today".

Jack: This, obviously a very complex problem, is to define and communicate career education concepts and principles to people. The definition is equally complex, but we need to synthesize it. No one group is going to solve it; so many community groups must participate.

Vern: We need to get on the programs and submeeting sections of other organizations at their conventions; otherwise we're just talking to ourselves. There's a real potential for bringing new perspectives to the national bias of just one group talking to itself. Rotarian business people wear "multiple hats" and have multiple membership.

Herbert: Our starting point is back home. We need to have a plan and surround ourselves as leaders with good people and do something successfully.

# MINI·CONFERENCE
## 15

Women's
American
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APRIL 17·18 1978

# WOMEN'S AMERICAN ORT

## Participants

Nina Ziegler
Piedmont, California

Margie Siegal
Sylvania, Ohio

Camille Liberman
Akron, Ohio

Pepi Dunay
Jacksonville, Florida

Margery Greenspan
Atlanta, Georgia

Anita Gans
Leonia, New Jersey

Margery G. Burstein
Fayetteville, New York

Lucille Brotman
San Diego, California

Dee Bass
Highland Park, Illinois

Shelley Middleman
Houston, Texas

Helen Hiltzick
West Hartford, Connecticut

Felice Traktman
Miami, Florida

Polly Liss
Arlington, Virginia

Bea Forrest
Evanston, Illinois

Adge Solomon
Bloomfield, Connecticut

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## *Issues Raised by Participants*

1. How to work with schools who don't have strong career education efforts within the school system.
2. How to gain greater community understanding of career education.
3. How to gain interest of ORT members in career education.
4. How can ORT contribute to getting community resource persons for career education?
5. How can ORT contribute to parent involvement in career education?
6. How could ORT be involved in state career education planning efforts?

7. How could ORT organize PTAs, Mothers' Clubs, etc., to take on career education, i.e, how could ORT play a catalytic function for community group involvement in career education?

8. How could ORT use the media to help promote career education?

9. How can ORT get more acceptance from the school system?

10. How could ORT form or become involved in a community coalition for career education?

11. How could ORT best participate in evaluating school career education efforts?

12. How could ORT make a public relations contribution to career education?

13. How can ORT bring an idealogical awareness to educators?

14. How can ORT contribute to legislative efforts in career education?

15. How can ORT launch an "adopt-a-school" effort?

16. How can ORT contribute to getting academic teachers to get better involved in career education?

17. How can ORT contribute to solving articulation problems in education?

18. How can ORT become involved in career education in large urban school systems?

19. Could ORT do something towards getting teacher education institutions more involved in career education?

20. How could ORT best influence counselors to become appropriately and effectively involved in career education?

21. How could ORT better work with state coordinators of career education?

22. How to help schools better understand how to use volunteers.

23. How could ORT best contribute to maximizing vocational education opportunities in state schools for all students?

24. How can ORT best work with SACVE efforts to evaluate career and vocational education?

25. How can ORT become more involved in career education advisory councils?

26. How can ORT best support existing career education facilities?

27. How can ORT establish systems for rewarding and reinforcing youth involvement in career education?

28. How can ORT get more involved in adult career education?

29. How can ORT serve as a fact gathering center on career education resources to be found in the community?

30. How could the "back to basics" movement best be related to career education?

*"Mini" examples of prior involvement of ORT participants in career education*

Anita Gans: Built a "careers skit" for use with fifth and sixth graders. This is a very useful tool for ORT (Organization for Rehabilitation through Training) members who want to have something specific to use when they go into schools.

Felice Traktman: ORT, in Miami, had a radio program (So You Want To Be). In addition, they compiled a glossary of career education terms used by many groups now trying to better understand career education, including the school board! ORT took a leadership role in establishing the Dade County Coalition for Career Education. 15,000 ORT members now in Dade County, Florida.

Bea Forrest: Women's American ORT is the world's largest nongovernmental vocational training program. Currently, preparing 75,000 youth and adults in apprenticeship centers, high schools, and junior colleges in 22 countries with marketable skills. Responding to the crisis in education here at home and based upon ORT's century old experience, 135,000 volunteers of Women's American ORT have launched a campaign to upgrade the image and quality of vocational education and to be activists for career education at federal, state, and local levels.

Women's American ORT American Affairs program has been going only about six years. There is now one ORT school in the USA (New York City) in addition to the more than 700 ORT schools in 22 countries. ORT's initial thrust was in pure vocational education; its expansion of interest to career education has been rather recent. Eight ORT members are now on SACVEs.

Helen Hiltzick: ORT started with an effort to upgrade the image of vocational education. This has included both (a) giving awards to vocational education students and (b) TV programs over the last seven years. All of New England is covered in these efforts.

Adge Solomon: ORT was initially regarded as a threat to educators - by educators! Cooperation is becoming increasingly possible but is still a slow process.

Margery Burstein: I am an ORT District II American Affairs Chairman, encompassing all of New York State, except Buffalo and Rochester. My district involves 25,000 ORT women and their families in 250 chapters.

Margery Greenspan: The Atlanta Region has prepared materials available, upon request, showing detailed data on implementing career programs in schools.

One-day seminars could be organized to explain the techniques used to implement slick programs.

Note: The above statements are included in these notes as simply examples of career education involvement prior to this mini-conference. Interesting examples of ORT involvement and service to the community were expressed by the remainder of the participants.

## *Discussion of Issues*

### *Issue: How to gain greater community understanding of career education*

Polly: You need key community leaders identified who can respond when you have something to sell. A great deal of this kind of understanding must be conveyed to these key community leaders on a 1:1 basis. It's not something that can be done quickly, easily, or in simply one grand event.

Camille: The first prerequisite for gaining community understanding is to have a clear, concise definition of what career education is. Perhaps ORT should come up with a consensus ORT definition of career education for use by ORT members in attempting to gain greater community understanding.

Margery B. ORT has a great deal of knowledge and experience in organizing community forums. This ORT expertise could be utilized to hold forums aimed at gaining community understandings of career education. ORT could, in this sense, be viewed as a catalyst for stimulating community action rather than an action group, per se, acting all on its own.

Felice: It is not helpful to think of the "community" as though it were a single entity. Any "community" is made up of a number of parts. What is needed to convey understanding to one part will be completely different from what is needed for another. Any ORT plan of action must be devised as a multi-pronged affair, with each being aimed at a different part of the community.

Margery G: ORT is successful because we are a cohesive and organized body. We must approach our community efforts prepared, organized, and knowledgeable.

Lucille: It's essential to get parents involved in career education. Schools will always respond to parents but not always to the B/L/I community. There already is plenty of B/L/I involvement in career education, but there simply has not been proper or sufficient parental involvement in career education. ORT could play a great and significant role if it could get parents to the point where they better understand career education and their roles in it.

Polly: Parental apathy to education is a terrible force to combat. Unless something very special is going on, most will not turn out for meetings.

Lucille: Many parents today feel helpless and without power in terms of their potential for influencing education or decisions of educators.

Shelley: Career education has a special appeal in that we can say "there's something in it for you, parent, as well as for your children." This is an aspect of career education that should be capitalized on.

Felice: To gain real community understanding, why not consider putting on local TV a "Take a Test on Career Decision Making" program (or some similar title) that includes a place to react to the general question of "How well do you think your school is doing in meeting this need?" If community members could be helped to see the importance of career education concepts and then to understand that their school system isn't doing enough to convey those concepts to teachers and to students, it would then lead to a natural opportunity for ORT chapters to organize community groups that seek both better understanding and more effective action. The mass media, especially TV, are powerful tools to convey the need for understanding as well as understanding themselves.

Helen: That kind of effort would necessitate input from the private sector as well as from ORT members.

Bea: B/L/I has become involved in career education. It is now the rest of the community that needs to be brought along. In general, community members are aware of the fact that there now exist many problems in education, including such things as: (a) unmotivated students, (b) declines in basic skills, and (c) inadequate economic understandings, etc. BUT what they don't know is that career education is one (of several) possible vehicles for overcoming such problems. This is NOT just parents who have, to date, failed to realize this; many professional educators don't realize it either!

Margie: If ORT is to make positive contributions to increasing community understanding of career education, it will first be necessary to ask, and to answer, the basic question of Why is career education now better accepted in some communities than in others? The basic point is that some parents and community members from some subcultures are more ready for, and accepting of, basic career education concepts than are mothers. An attempt to educate the community that doesn't take this basic fact into account is almost surely doomed to failure.

Pepi: Those of us in ORT know our communities very well. What some ORT members are lacking is a clear understanding of career education. Given such an understanding, ORT members are knowledgeable enough regarding the subparts of their community that they could convey career education to all parts in ways that would lead to greater understanding.

Nina: Before going into a series of meetings to explain career education, ORT should first try a big media campaign aimed at gaining initial community awareness and interest in the topic itself. This is what we did years ago to begin to get the vocational education message across. We developed a different program for coverage of the topic of vocational education by each station.

We had a basic program called "Youth Inquires." Tapes from these TV shows were given to counselors.

The basic point to remember is that ORT can best get to educators if it mounts an earlier campaign aimed at "softening up" the community with respect to career education. If we do this, then when we go into schools, we have greater credibility with educators and will be able to work with them easier.

The first thing we need to do is to get our own ORT definition of career education as it relates to vocational education particularly to academic education specifically.

Dee: We have learned from experience that, if you want to approach the media and ask for help in publicizing anything, you must go to their top program people in person. It is not helpful or efficient to try to convey your "message" with a written proposal. The only thing we need to put in writing is a request to talk with media decision makers. Once we get in, we can sell the concept better in a personal conversation.

Camille: ORT needs a universal career education theme that can be distributed, on a nationwide basis, to ORT chapters.

Dee: This is O.K. in terms of a general beginning, but the final product will have to be geared differently in each community. ORT members in any community will know what "pitch" will work best where they are.

Polly: If ORT could find one or more other powerful community organizations like the Association of American University Women or the Chamber of Commerce to join with ORT in pushing for a big media campaign, we would get further.

Lucille: ORT already has good established relationships with groups, such as the Advertising Council. We have used these relationships, for example, to get free billboard space to publicize "ORT Day." We could go back to them and probably get free billboard space to get basic career education concepts across to the general public. If, at the bottom, it said something like "prepared by Women's American ORT," we would, in addition, gain a little added publicity for ORT that would also be helpful, as well as honestly identifying to the public who is trying to get this message across to them.

Pepi: ORT has already produced a one and one-half hour documentary film L'CHAIM that depicts the history of Jewish people over the last 100 years. Included in that film is a vocational education "message" regarding how vocational education has helped sustain the movement over this period of time. ORT developed and paid for this film itself. It has been shown on prime time TV in many part of the country.

At present our director is interested in doing another film on career and vocational education, perhaps a one-half hour program.

If such a film were available, ORT chapters could see that it is distributed and used by local TV stations throughout the country.

Nina: Whatever career education "message" is conveyed through something like a TV program must be worded in such a way that it appeals to the entire community, not just to middle-class America. This takes special skill and understanding.

Dee: Career education is a natural topic for use in approaching the mass media in these times. Look at how many people are now worrying about education/work relationships and problems facing both youth and adults. It is not a topic that should be hard to sell to the media as having popular appeal.

Anita: One of the major concerns is how to get the career "message" to today's teachers.

Bea: The mass media could certainly be used to do teacher in-service training. We simply haven't taken enough advantage of the power of the mass media for doing so up to this point. There's no reason to wonder about whether or not a single mass media presentation couldn't be used simultaneously in several school systems for teacher in-service training. It just isn't done regularly, but this is a good thing for ORT to consider promoting.

Nina: If done right, there's no reason to believe this kind of thing couldn't carry university credit for participating teachers, and that would appeal to them greatly.

Margie: We won't be successful with all teachers no matter what we do. There are some teachers who will never change.

Bea: I agree, BUT accountability is surely coming to education very fast, and teachers cannot afford to ignore this as they could in the past.

Lucille: There's a lot more talk about action regarding accountability.

Polly: Accountability is coming to the public schools due to, if nothing else, the fact that the middle class is disappearing from the public schools; and people have to ask "why" and "how can this trend be stopped?"

Felice: Let's face it, ORT does have a very great deal of experience and expertise in working with the mass media. It is a very powerful potential help for career education. If OCE were to work more closely with ORT, this potential could be used very effectively.

Margery B: ORT has a publicity chairman at every level. We are not only knowledgeable regarding the mass media but also well organized to use our expertise.

Dee: ORT, because of its track record of commitment and concern, can go to the media with a message that says, "we're doing you (the media) a favor by letting you in on something your viewers will like;" i.e., ORT doesn't have to beg the media to do ORT a favor!

Bea: I agree. With 135,000 members, ORT has the clout to almost guarantee any TV station an audience if they will put our show on. In addition, we have earned, over the years, both credibility and credentials. They know we won't come to them with something that isn't quality - and needed.

*Issue: How could ORT become involved in state career education planning efforts?*

Anita: ORT would like to send representatives to any advisory committee of the state plan, but we do not always have the necessary personnel to serve. It may take a year or so to properly brief interested members to become involved in this phase of career education.

Adge: ORT must be concerned, in addition, with serving on local advisory councils as well as state councils. ORT is most effective at the community level, and this must certainly be kept in mind as we consider the need for our involvement on advisory groups.

Margery B: Let's try to enumerate some possible ways for ORT to become involved at the state level in career education.

Anita: ORT could offer to help evaluate career education proposals coming to the state education agency (SEA).

Margery G: I think we should first evaluate in which geographic areas we have the manpower and expertise before we commit ourselves to such an undertaking.

Bea: ORT could help in making sure that the idealogical concepts of career education are clearly stated in state department of education statements.

ORT could ask for and make career education presentations to state boards of education.

Margery G: ORT should be able to be helpful in encouraging movement toward implementing career education, in moving from "talk" to "action."

Bea: We need OCE to send a letter to state career education coordinators asking them to involve ORT in their state career education planning activities. It should be easy to point out, just for example, the tremendous advantages ORT members could provide in helping state career education coordinators learn, from the ORT experience, about ways in which community members can be used and useful as volunteers. ORTs only vested interest is in promoting quality education for the use of our country.

Pepi: ORT doesn't operate actively in all states. ORT could, however, indicate states in which it would be appropriate for OCE to send a message to the state coordinator of career education. While, to be sure, it is theoretically possible for a district ORT representative to visit states without a strong separate state ORT group, it probably isn't a very practical thing to consider.

Bea: ORT may, at some point, come out with a national career education brochure stating an ORT position on career education - as something to go along with the ORT "Educational Bill of Rights" which is already published and is, in many ways, a kind of career education document (in spite of the fact the words "career education" aren't used in it).

*Issue: How can ORT gain more acceptance from school systems?*

Camille: What ORT needs is credibility in the eyes of the educators.

Polly: It's a matter of knowledge, not credibility. The simple fact is, many educators seem never to have heard of ORT.

Adge: In our area, we're well known but we seem to be perceived as threatening to educators; somehow, they seem to be afraid to visit us.

Anita: We don't have that problem in New Jersey.

Margery G: When we go to educators with specific action proposals, they listen and pay attention to us. It's only when we go to them with generalities that they don't know how to respond to us.

Pepi: When we started our American Affairs Program, we were dealing primarily only with vocational educators. Under these arrangements, we had difficulties establishing an atmosphere of mutual respect and trust. On the other hand, when career education came along, our acceptance with educators increased. Career education has, for us, been a better route to take in terms of gaining acceptance from educators.

Adge: Connecticut continues to have problems because career education and vocational education are tied together. It would be better if they were separate, supplementary efforts.

Polly: There is a natural (and understandable) cautiousness and resistance to change among educators. It stems from the need of the teacher to feel that he/she is really in charge in the classroom and that no "volunteer" comes in to "take over" a part of the teacher's authority. For example, a lay reader program was instituted to help teachers correct frequent writing assignments, the lay reader to be trained by the respective teacher of a class. While students asked for help, when offered, it was rejected by a number of teachers.

Margie: The teacher should take ultimate responsibility. There's nothing wrong with their feeling this way.

Anita: When the Hackensack career education program started, we got involved with career education; but because we continued to work very hard to support legislation for vocational education, the vocational educators didn't resist or resent our involvement in career education. Had we backed away from vocational education, it might well have been different.

Pepi: One of the key historical roles we have played in helping vocational education has been in improving the public image of vocational education. There is no doubt but that this has been very helpful to them.

Bea: We also worked on improving the quality of vocational education; i.e., after we had helped them improve their "image," we helped them improve their "product."

The following rated a concensus among the participants:

- No matter what ORT may do in career education, it is absolutely essential that ORT continue to help promote and improve vocational education. One of the prerequisites for the success of career education is that vocational education is strengthened.

Bea: When the ORT American Affairs Program started, it was difficult to know what would be best to do. To improve the "image" of vocational education, one of the things we did was to give savings bonds to outstanding students and teachers in vocational education. A second way was to put on community panels to talk about the multiple opportunities for youth in postsecondary education; i.e., that "college" is not the only choice available to today's youth. In addition, we spent a lot of time taking our ORT members on tours of vocational education facilities in the nation so they could become better involved and enthusiastic about them.

One of the problems we've had to live with is the accusation many level at us for supporting vocational education for "other people's kids," while continuing to send our own children on to college. We are overcoming this by placing our primary emphasis on promoting freedom of choice and diversity of choices available to all youth. In addition, we point to the fact that there are many Jewish youth for whom vocational education is helpful and that, over the world, this has been the case for a very long time.

We started making more progress on influencing vocational education when the SACVEs were established in each state. State SACVE executive directors seemed to be generally easier persons with whom to relate than were state directors of vocational education. This was natural and understandable in that they, like us, were "outsiders" interested in improving vocational education but without operational responsibilities for existing programs.

We turned to career education, initially, because it seemed to have greater acceptance of and need for volunteerism. After all, career education asks for community involvement in action efforts, not just for advice. It's easy to see why we found more receptivity there than among some vocational educators. This is nothing negative against vocational education but is simply a matter of differences between the basic ways in which career education and vocational education operate.

Polly: ORT has been successful for 98 years because it has dealt in tangibles. Before the American Affairs Program started, we had a clear mission in terms of supporting ORT vocational schools in various parts of the world. We had pictures of buildings ORT had helped to build, of students in ORT supported schools, etc. We knew we had buildings, programs, teachers, and students and these things cost money, and we had a mission to raise it.

On the other hand, when we shifted gears and added (note: not substituted) our American Affairs Program (which calls primarily for a community influence effort), we had considerable less tangible things to deal with.

Helen: This is very important. ORT members have a great many goals and each is important. We must (a) continue our worldwide ORT efforts, (b) continue to support vocational education, and (c) implement a career education effort as well.

Margery B: When the ORT American Affairs Program started six years ago, we talked about "making the ORT connection." In effect, we told everyone that "ORT is an organization with nine years experience with vocational education on a worldwide basis that has developed expertise and produced positive results in (a) using vocational education to help break the poverty cycle for poor people and (b) open up alternative educational choices for bright young people who, increasingly, will need technical in addition to vocational skills and a more comprehensive total educational effort. We know how to both improve the image and the quality of vocational education and are now willing to share our expertise in the interests of improving American vocational education.

We, in ORT, like to talk about the diploma as being a "passport to freedom" wherever the youth may choose to go around the world.

Nina: We did find a great deal of confusion among our ORT members regarding the concept of career education. They felt that, unlike vocational education (in which they had a lot of background), career education represented a new field for which they did not possess either knowledge or experience. As non-educators, the typical question was "what could (or should) we do to influence the kinds of basic changes in the education system called for by career education?" The basic (and false) assumption many made was that career education belongs to the schools. Once ORT members realized that career education belongs to the community, including ORT, things began to change.

The biggest problem remaining for career education is whether or not infusion into regular classes will be possible.

Right now, in American education, there seems to be an increase, rather than our hoped for decrease, in splits between vocational educators and academic education. We're trying to increase options for all, and using career education as a catalyst for doing so makes sense. So far, however, it hasn't functioned effectively enough to attain that goal.

Bea: The best thing ORT has going for it is that we have a way of getting teachers out of the school and into the community. ORT could help educators by using the influence of ORT members (and their spouses) to open up the B/L/I community to let teachers in. In addition, maybe ORT women could help volunteer to do some of the paperwork for counselors so that school counselors could devote more time to career guidance.

Margie: Many teachers will need some kind of special incentive if they are to go out into the occupational community to learn. In Toledo, we have found providing teachers with college credits (that they can use to increase salaries) is one effective motivating device.

Shelley: A lot of teachers are, in fact, doing a great many "career education things" in their classes now; but they just don't recognize that they are and they haven't called what they do "career education." It would be a positive direction for ORT to take if we look for such things in classrooms and reinforce teachers who are doing them rather than trying to tell teachers "now it's time you started doing career education" or "look at all the new things you have to learn."

Nina: Major goals of ORT include (a) promoting ORT International, (b) improving the image and quality of vocational education, (c) encouraging closer relationships between vocational and academic educators, and (d) participating in career education.

Margery B: You must remember that we are also interested in and concerned about such things as (a) increasing Jewish identification, (b) supporting Jewish causes in the USA, and (c) raising money to support international efforts.

Anita: There is no doubt but that, in spite of all these important things, ORT can and will increase its efforts in career education.

Polly: I agree. For many ORT members, community involvement (including career education) is a very important ORT function.

Dee: There's a personal involvement for the individual ORT member in career education that isn't present when one is simply promoting vocational education. For example, in Peoria, Illinois, we can see the ORT results in the elementary school classrooms.

Polly: The main reason vocational education appealed to ORT was that it represented a way of keeping options open for youth. Career education simply extends this.

Camille: The ORT "Educational Bill of Rights" is a very strong document. It has scared many ORT members who felt that they shouldn't go to their local schools with that document and use it to criticize the schools.

Pepi: I agree. We came on pretty strong when we pushed, for example, for things like open classrooms.

Bea: The "Educational Bill of Rights" represented a general thrust toward quality education, toward reviving an idealogical, philosophical emphasis on the goals of education which can be viewed quite apart from methods.

Remember the ORT motto: "In the skills of work rests the dignity of man and the wealth of nations."

Lucille: With the "Bill of Rights," we told ORT members this was a tool for use in finding out how the schools were doing. It has been used usually along with a questionnaire aimed at discovering what schools are, and are not, delivering to youth in educational programs. It is obviously essential that questions to educators be worded, insofar as possible, so they aren't threatening to teachers. On the other hand, as parents, ORT members aren't acting illegitimately when they ask what kind of education their children are getting.

Felice: We took the "Educational Bill of Rights" to our school board and found it very well accepted. They felt they are following it.

## *Issue: ORT career education and higher education*

Polly: Community organizations, like ORT, can't have the same kind of impact on higher education that they can have on the K-12 school system. Thus, if ORT were to do something in higher education, a different approach would be needed.

Margery G: Maurene Seldes, Emory University, is an ORT member and a career counselor who is helping college students in career planning. While this is obviously not the same as having a comprehensive career education effort on the campus, perhaps it is a beginning.

Felice: We've developed career education advisory councils at the K-12 level. Why shouldn't we do it at the college/university level? That could be a beginning.

Camille: When I went to college, no one talked to me seriously about careers. On the large university campus, it is almost impossible to get to see a counselor. How could you possibly have a bonafide career education effort on such a campus?

Bea: At the beginning of our American Affairs Program, we saw a lack of articulation between the K-12 and postsecondary levels of education. We thought if we tried to achieve better articulation by focusing first on community colleges, we could make some positive contributions. We thought, for example, about setting up speakers' bureaus where ORT members could talk with elementary school pupils about what to expect from high school and with high school students about what to expect in the community college.

Maybe it would be interesting to make a survey of ORT members in each chapter to see which college they attended. We could identify those who went to, say, "College X" and encourage them to ask that college what they are doing, and plan to do, in career education.

Anita: If ORT could serve as a "go-between" for college/industry relationships, it would be helpful.

Margery G: Would the need for career education, at the college/university level, really be as great if we had a truly effective career education effort in place at the K-12 level?

Dee: Of course it wouldn't. That doesn't mean there isn't an immediate and serious problem for today's college students.

Margery G: But ORT has only limited resources and time.

Helen: With those ORT chapters having large numbers of college age students as sons and daughters of ORT members, there would be a great interest in ORT getting involved in career education in higher education.

Nina: Higher education has effectively transmitted to "lower levels" of education this value of knowledge simply for the sake of knowledge. To whatever extent this is successful, the effective implementation of career education is sure to suffer.

Felice: Has anyone seriously examined the current readiness of colleges and universities to place more emphasis on "education as preparation for work?"

Pepi: Colleges will change if their students demand that they do so. If we can create and implement a really effective career education emphasis at the K-12 level, students who go from such schools to college will insist that change come to higher education.

Felice: Some colleges are showing a willingness to change towards a "careers" emphasis today simply because it is a way of attracting students.

The following is advice for OCE from the participants:

- Publicize ORT more as a community service organization.
- Send OCE publications to ORT, including examples of successful practices.
- Send two sets of final notes from this mini-conference to each participants. (Note: InterAmerica assignment)
- Dr. Hoyt to send a "care package" to all participants from this mini-conference.

Polly: It would help a lot of people if OCE grant applications were made more easily understood.

# MINI·CONFERENCE

# 16

## Chamber of Commerce

APRIL 19·20 1978

## CHAMBER OF COMMERCE

### Participants

Dennis Valenti
Metropolitan Milwaukee Association of Commerce
Milwaukee, Wisconsin

Saundra Gilliam
Metropolitan Tulsa Chamber of Commerce
Tulsa, Oklahoma

Margina Spencer
Baton Rouge Area Chamber of Commerce
Baton Rouge, Louisiana

Ben Butzbaugh
Twin Cities Area Chamber of Commerce
Benton Harbor, Michigan

Milt Lincoln
Atlanta Chamber of Commerce
Atlanta, Georgia

Pat Thatcher
Shreveport Chamber of Commerce
Shreveport, Louisiana

Rita Cox
Dallas Chamber of Commerce
Dallas, Texas

Linda Runnels
New Orleans Chamber of Commerce
New Orleans, Louisiana

Arthur J. Lumsden
Greater Hartford Chamber of Commerce
Hartford, Connecticut

Marianne Abrams
Tri-Lateral Council for Quality Education
Boston, Massachusetts

Earl Nichols
Oklahoma City Chamber of Commerce
Oklahoma City, Oklahoma

Charles H. Newton
1506 Teakwood Court
Ft. Collins, Colorado

Jack P. Morris
El Paso Chamber of Commerce
El Paso, Texas

Lawrence Ford
Flint Area Chamber of Commerce
Flint, Michigan

Millicent Woods (Observer)
Chamber of Commerce of the USA
Washington, D.C.

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*Issues Raised by Participants*

1. Definition of career education.

2. How career education fits into the curriculum.

3. How to get complete community involvement in career education.

4. How to locate the "actors" who are to do career education when no special funds are available.

5. How to get educators involved in career education.

6. How to communicate the career education concept to the community.

7. Career education and vocational education: What's the difference?

8. How to get school boards to support career education?

9. How to coordinate all the resources in the community with those of school systems.

10. How to get schools in a given community to work together toward common career education program goals.

11. How to fit economic education into career education in an infusion approach in classrooms.

12. How to control the diversity of demands educators are making of business.

13. Where is the "payoff" in terms of evaluation results for career education?

14. How to coordinate federally funded education/work efforts at the community level.

15. Where is the priority for career education in terms of other important things?

16. How to get more teachers to gain experience in industry.

17. How to get over teacher union concerns about released time for teachers.

18. How to convince educators that business isn't trying to take over school systems.

19. How to convince the general community that career education is worthwhile.

20. How to solve "turf" problems that cause resistance from some academic teachers.

21. How to avoid over-promise of career education, i.e., trying to be all things to everyone.

22. How to show that career education can produce attitudinal changes in youth.

23. How to get state categorical aid for career education.

24. How to solve the public relations problem in career education.

25. How to change attitudes of business persons about education and educators.

26. How to get the business community to understand their responsibilities for education of today's youth.

## *Discussion of Issues*

### *Issue: How to help more teachers gain experience in industry*

Marianne: We've been working with teachers with reference to various sets of occupational clusters - trying to help them see how what they teach is used in occupations within each cluster so they can adjust their lession plans to show students education/work relationships. This has now been done for Grade 9 and we're starting it for Grade 10.

We would like to get teachers into industry during the summer. Business isn't willing to fund this. They feel they've given enough already and it's time the school system paid some of the cost (cost would be, with stipends, about $1,000 per teacher participant).

We've found it costs $12.36 per hour for teacher time. While, to be sure, it would cost only $36 per day if we did it during the school year and hired substitute teachers to replace teachers out visiting industries, we have found regular teachers resist this; they prefer to stay with their classes and to do this kind of thing in the summer.

Saundra: Is there an alternative where business could pay teachers, say, at the minimum hourly rate for work they perform in industry during summer months?

Larry: Industry doesn't have a lot of "extra" jobs sitting around for teachers to fill. Further, industry can't afford to just "make" jobs for teachers during the summer. The answer will be, in part, for education to look at their own priorities; what is the education dollar to be used for? If career education is important, part of the education dollar could be used to fund this kind of thing.

We ran these summer "work experiences in industry" programs for two to three summers but had so few teachers taking us up on it (since we didn't offer to pay stipends) that we aren't doing it this summer.

Dennis: Could, we, through the new Title VII of CETA, use those funds for these teacher summer training programs? As a new title, they should be open to new ideas and this might appeal to them.

Larry: Our major industries made themselves available for this kind of summer program. We should remember that 16 of every 17 businesses that begin will fail within three years. Why couldn't we think of this program as a way of aiding the small business? In our community, General Motors employs about 80,000 persons. That figure is not about to go up and may well go down in the next few years. There's little room for summer employment of teachers there. This gives even greater credence to the notion of using small business enterprises more in this summer teacher "work experience" job type of thing. This might even eventually lead to more entry level jobs for recent high school grads (since large industry won't be in a good position to absorb them).

Dennis: Good point. We have found more success in placing youth in entry level jobs in small businesses than in large industry.

Marianne: Object. A small business has few employees. Yet, it takes a lot of time to train teachers in industries. Large industry has the personnel to do this, but a small business will have problems finding personnel to do so.

Charles: What is it we want teachers to learn in this "summer experience?" If we want them to be exposed to a wide variety of occupations (and I think this is at least part of it), we could accomplish this through small business enterprises by switching teachers frequently from one small business to another during the summer months.

Example: We have one program in Longmont, Colorado, where we have one teacher working with two small businesses where a person from one of these places takes the teacher's classes while the teacher is out gaining experience in industry (during the school day and during the academic year).

Ben: One problem is that of putting teachers into menial jobs. Perhaps we would do better if we used teachers in industry to teach employees through the personnel training branch of industry.

Example: We have an Industrial Management Training Program. Our chamber controls people to conduct some of the training of employees in industry.

Rita: I'm concerned about the fact that many teachers in other career education programs have never worked in industry. Our vocational teachers are qualified because we get them, usually, from industry and can upgrade them during the summer in industry. This is quite different from putting, say, an academic English teacher out in industry and expecting him/her to be productive.

Dennis: An English teacher does have skills required to do a great many needed jobs in industry, even though not in highly technical positions. The fact is, business persons who hire teachers for "work experience in industry" during summer months may not be primarily concerned about how "productive" the teacher is.

Saundra: I agree. Many teacher skills are useful and productive for industry. These skills can be used to increase industrial productivity, while, at the same time, helping teachers learn more about industry.

Linda: We can't sell that concept in a summer employment program for teachers. There just aren't that many summer jobs.

Jack: Many industries are restricted by union regulations from bringing teachers into productive jobs. They won't object if teachers are there simply to learn about industry; but, if they are productive, they may, in effect, be taking jobs away from union members.

Ben: We've been talking recently about helping teachers learn how to infuse economic education into the classroom. Maybe it's better to do this than it would be to get them out in the industrial community itself for "hands on" experience if our goal is to show teachers how to infuse the content into the teaching/learning process.

Earl: If we're going to infuse career education in the classroom, you're going to have to see to it that teachers get some actual experience in industry.

The small business setting is not the way to go. They don't have time to work with teachers. Teachers have to get an acquaintance with many occupations, or they can't relate education to specific occupations. If we ask teachers to "teach" industrial personnel as their "industrial experience," we've made a gross mistake. Teachers need to experience the boredom, the frustration, and the problems of the employee in industry, not try to "teach" real employees how to overcome what the teacher has never experienced.

Larry: I agree with Earl. It would be better to let teachers, for example, shadow real workers to see what they're really up against. The real problem is where to get the money to pay teachers to get this kind of exposure. I seriously doubt if the college campus, the most unrealistic environment imaginable, is a proper place to try to teach teachers what they need to know about the real world of industry.

Marianne: We need a "multiplier" effect; i.e., you can't expose any single teacher to very many occupations. Each teacher needs a way to share what they have learned with other teachers. We are doing this now by (a) helping teachers write reports integrating their thoughts on what they learned and (b) encouraging each teacher to share these written reports with other teachers.

Rita: We've been talking here about two different levels of teacher training: (1) giving teachers vocational skills (like work processing) and (2) teaching teachers about the free enterprise system. While the first might be an appropriate part of vocational education, the seond is more truly career education.

Larry: We do one other, namely, expose teachers to some of the civic responsibility of the free enterprise system. That's part of career education too. This more positive image of the business community is a very important thing for teachers to understand.

Jack: The task we've been talking about here is monumental. We're very far from a solution. We might do better to look for ways to help more teachers learn less than to help fewer teachers learn more about the business community.

Charles: Look at it in perspective. Every teacher we help has potential for helping lots of youth. The "multiplier" effect of investing time in teachers is very worthwhile.

It's a myth to think - or pretend - that many teachers can, in reality, perform much of a valuable teaching function in industry (unless they happen to teach English or basic mathematics).

Larry: The private sector could, under contract, do much of the in-service education needed by teachers in career education. A lot of the CETA money currently being siphoned off to so-called "community-based organizations" (CBOs) could be invested much more effectively in training programs conducted by private industry.

Marianne: I agree: Private industry could do better helping youth get ready to work in private industry than could the CBOs.

Dennis: When a CBO gets CETA funds, they siphon 15-20 percent off the top for overhead. We, in the chamber, don't need that much for overhead.

## Issue: How to coordinate all the community resources with all of the resources of the school system

Ben: We run several programs through our Chamber of Commerce. Our major focus in career education should be one of focusing on occupations rather than on products being produced in various industries. Many industries appear not to understand this; and, instead of showing teachers and students about occupations in their industry, they seem intent on demonstrating their products.

The main problem is that every school wants to run their own career awareness program. Every school seems to want to do something "different," but they all want to use the same industries in the area. Industries can't operate this way. How do we coordinate the various school district career education efforts with the various community resources that are available? We simply can't operate by letting each individual school come to industry saying, "here are our unique needs - please help us."

Saundra: We had troubles coordinating teacher requests to industry. As a result, we put together a "speaker's bureau listing" in our Chamber of Commerce. We do have a career education coordinator employed in the local school district. As a result, teachers can contact the career education coordinator who, in turn, contacts the individual business from the "speakers bureau listing" (provided for the Tulsa Chamber of Commerce).

Marianne: We do the same sort of thing. We have one school building contact person and one contact person for each industry. We found that, to depend on direct contact with teachers, is impossible if for no other reason than that most teachers don't have access to a telephone in the school. In Boston we have a "flexible school program" (for seniors who want work experience), and we use the "flexible school program" person as our school contact. When a teacher wants to contact industry, she goes through this person who, in turn, comes to the chamber who, in turn, makes contact with industry. We have a formal working relationship between our organization and the school board for this.

Charles: One of Colorado's problems is that our counties are very large in geographic size. We have developed a county-wide resource bank run by the school system that coordinates (a) resource persons from industry for the classroom, (b) field trips to industry, and (c) shadowing opportunities for students in industry. Jefferson County, Colorado, now handles over 400 teacher requests per day; as a result, they have made a completely computerized system.

We have developed "tour guides" for industry urging them not to waste time on teachers who demonstrate they haven't gotten students ready for field trips.

When speakers from industry come into schools, we tell them to simply be open and honest. We do not have "canned" presentations for these speakers to use, except in the case of economic education. We do give them general guidelines on how to get along with students in the classroom.

Earl: It's important to make sure that students learn about the world of work as it really is; this, in turn, demands that they be put in contact with some workers who aren't verbally skilled, the kind of person who can show better than he can tell what he does.

Rita: You need someone in the classroom who can talk to kids.

Larry: You don't always need the person in the classroom who is in the occupation you're talking about. For example, a mid-management person from GM could talk to students about the job of the president of GM without the necessity of having the GM president in person.

Earl: Wouldn't kids miss some of reality if only verbal persons came into the classrooms to talk with them?

Marianne: Many of our employers bring recent high school grads with them when they come to classrooms; these youth can "rap" with high school students in a very realistic way.

Earl: I've known some persons who are very successful in business who are lousy on oral communication, BUT kids could certainly learn a lot from being exposed to them.

Rita: We've found it helpful, in identifying proper industry people to serve as career education resource persons for schools, to go to the top in industry and let top management identify persons for us. They seem to know.

Larry: In Flint, we have a Business/Education Coordinating Council consisting of business persons and educators who meet once a month. We run programs such as "A Day on the Job" where, for example, we placed 800 eleventh and twelfth graders for one whole day of shadowing in 140 different kinds of businesses. In addition, we had 176 presenters in 60 conferences in 16 high schools touching 4,000 high school students for a three to four hour "career conference." This is coordination. School people work with the Chamber of Commerce, and the chamber then works with industry in making the necessary contacts. Now, teachers can call the chamber when they need a person from a specific occupation. We brief the industry person (e.g., tell him/her to be real, to come in the clothes she/he wears at work, etc.). The chamber, in effect, takes responsibility for the needed in-service education of industry personnel who will be serving as career education resource persons in the classroom.

Question: Do you see the chamber playing a role in coordinating B/L/I contacts for such groups as Junior Achievement, Exploring, NAB, etc., (in addition to those made by the chamber itself)?

Earl: In Oklahoma City, we do this for all of these groups.

Larry: These other groups start with our list of industry resource persons and then expand them with their own contacts. The National Chamber of Commerce recently asked us to work with the Exploring Program of BSA.

Marianne: In Boston, the organization for which I work, the "Tri-Lateral Council," consists of chamber, NAB, and the school system who joined together to form this nonprofit organization.

Rita: We have four "adopt-a-school facilitators" hired by the school district which interface with our operations at the chamber. The school district, in turn, also contracts for services with the Dallas Chamber and funds four positions in the Chamber of Commerce, including an executive director, a communications specialist, an "adopt-a-school" specialist, and a program specialist who works primarily with various committees. ALL four of these chamber positions are in the "career education department of the Dallas Chamber of Commerce." This department does things such as coordinating work of 30 advisory committees and 6 task forces, operating recruiting campaigns in industry for the "adopt-a-school" program, and helping locate work/study sites for the school district and maintain liaison relationships with the community volunteer office, communications department and community relations division of the school district (who maintains lists of resource persons from other parts of the community not necessarily related to the business community).

This contractual arrangement between the Dallas Chamber of Commerce and the school district has given those of us working in the career education department of the Chamber of Commerce opportunities to do things that would have been difficult, if not impossible, for us to do were we school district employees.

Linda: In New Orleans, the Chamber of Commerce is understaffed (as it is in many communities). My major problem has been to get the Business Task Force started. We have wound up with a separate Business Task Force that is a nonprofit organization under contract to the Chamber of Commerce. Their first big project is to lobby the legislature for funds to improve public schools. The Business Task Force does its own fund raising. It includes no educators at the present time.

Rita: In Dallas, there is an organization called the Coordinating Network for Public Education that includes eight major task forces, of which the Chamber of Commerce (Business Task Force) is one. This network is concerned about ALL of public education and effective communications in the community, not just about career education.

Earl: Oklahoma City has a long-range planning committee that includes reps from the chamber, the school board, and other parts of the community. They are concerned about civic issues, many of which relate to education broadly but not career education specifically. The chamber, on the other hand, has an education council that works specifically on career education.

Milt: The Chamber of Commerce in Atlanta set off the Area-wide Council for Career and Occupation Resource Development (ACCORD) with representatives from B/L/I, government, and education. It was initially designed to make 5-10 year employment forecasts. In addition, they have such things as "adopt-a-school" program and a listing of educational resources that might be useful to particular industries (e.g., what school could help if you need to turn out widgets?")

ACCORD is being funded now by the Chamber of Commerce primarily because the Chamber sees Economic education being closely tied to career education.

### *Issue: How to communicate the career education concept to the community*

Margina: Some businessmen think education is something educators ought to do. We find we get help from some large industries but not from small ones. It's tough to make industry understand it, too, has a role to play in preparing students for work.

Saundra: We communicate differently to each subcommunity, e.g., to educators, to business persons, etc. Where we fall short is in communicating with parents.

Rita: We communicate well to heads of businesses but not very well to all of their employees. We send out 8,000 copies of everything we do; it would take 400,000 copies if we were to try to reach parents. We have asked companies to communicate some of what we send them about career education to their employees.

Earl: Reaching parents is increasingly tough due, in part, to busing which means many parents can't travel easily at night from their homes to where their children attend schools. In Oklahoma City, part of the slack is being taken up by creation of 80 neighbor groups. The chamber works with these 80 groups. We could (and probably should) communicate career education concepts to these 80 groups, but there haven't been enough chamber people to do it. It would be an appropriate role for the chamber to play.

Milt: The Atlanta Chamber of Commerce is employing an advertising film to communicate career education concepts (as well as other educational matters) to the broader community. The basic message we're trying to get across is "schools can and will work if you're involved." Since education is a top priority for our chamber, we use some of our own resources to pay for this and some we get from foundations.

Rita: When we began to get ready for desegregation, the business community raised over $100,000 for a "keep it together" campaign. Our school system now has created its own foundation for quality education and is starting a "building for tomorrow today" campaign involving TV spots, etc., aimed at building more public confidence in the public schools. The chamber has a good many activities geared toward contributing to this effort. For example, we will work with companies to (a) put posters and displays in their buildings, and (b) send speakers to meet with community groups, etc. When they emphasize that "Dallas schools offer options to students," it's inevitable that they will talk about career education and publicize it.

Charles: I want to disagree. If you want to publicize career education, you should do so in a highly specific public relations effort, not just as "part of all of education." Too many people still don't know what career education is. The Denver Junior League is now helping us put together media packages, TV spots, radio spots, newspaper pieces, etc., to publicize career education. The business community is providing technical expertise to the Junior League to put this together. It is aimed at making sure the state legislature and the general public understand what career education really is. The big messages being conveyed include things such as (a) today's youth are experiencing many problems, and career education can help solve them; and (b) career education is a way of getting the public more involved with their schools. We have 35 of 37 local chambers in Colorado now supporting career education. The Colorado Chamber of Commerce has had an economic education program called "Project Confidence." We convinced them that career education is a vehicle for getting economic education infused in the school curriculum.

Saundra: We're doing career education and economic education separately.

Earl: So are we. Economists don't understand career education and don't want to relate to it.

Milt: In Atlanta, we have joined career education and economic education.

Linda: "Moving on to a Better America" is a 52-week media presentation on free enterprise and economic education. It's a very good tool for teacher in-service training on career education as well as economic education. For $7,500, it's a good buy.

Larry: I agree. I think it's a terrific program. We need to get its message across to teachers even if we can't get it across to youth.

Pat: It's essential that career education and economic education be combined if we are to communicate these concepts effectively to the general community.

## *Issue: Why haven't more Chambers of Commerce become involved in career education?*

Earl: A lot of the National Chamber of Commerce mail goes to the chief executive of the local chamber and doesn't filter down to the staff. In addition, things such as necessity of rotating trips for various staff to different kinds of meetings means that there is often a "missing link" in terms of messages about education.

Jack: We get very little about education from the National Chamber of Commerce. Even when we get such information, there is a matter of priorities that we must consider. Since the budget is typically tight for a local Chamber of Commerce, education often simply can't have top priority let alone "career education" as part of education.

Milt: The information exchange sessions (share and steal) we have among local Chamber of Commerce people aren't typically initiated by the National Chamber of Commerce. The National Chamber of Commerce, however, does have a six-year training program for chamber executives leading to the attainment of becoming a Certified Chamber Executive (CCE). This is primarily a program for management development. Career education is not one of the topics included in the curriculum for this six-year program.

Art: The initial premise that the National Chamber of Commerce influences local Chamber of Commerce programs simply isn't true. They do, to be sure, call our attention to legislative concerns. If OCE wants local Chamber of Commerce to put "career education" on their agenda, it would be necessary to get this topic placed on the program at the state, regional, and/or national levels for the chamber information exchange meetings. This could best be done through the American Chamber of Commerce Executives (ACCE) whose president is David W. Cooley. They are headquartered at 1135 15th Street, N.W., Washington, D.C. (telephone number 202/296-1762).

There is a separate Metropolitan Council of ACCE composed of the 80 largest local Chambers of Commerce.

Saundra: A great many local Chambers of Commerce are *now* actively engaged in career education.

Milt: Eighty percent of the funding for the National Chamber of Commerce comes from large corporations with only 20 percent coming from local chambers.

Earl: There are about 25,000 business firms in the National Chamber. There are about 3,000 local chambers. It would be a good idea to do a survey to find out how many of these 3,000 are doing anything in career education.

Art: The reason more local chambers aren't in career education lies in the school system's inadequacy in taking on career education as a top priority. There are exceptions. For example, in Hartford, the Chamber of Commerce and the school board joined forces to employ a "community career education coordinator." There simply isn't yet enough expertise in career education present among the family of professional educators. So long as the business community views the school system as being (a) uninterested and/or (b) incompetent in the career education area, you can't blame the business community for staying away from involvement at the local level.

Jack: Most local chambers *are* engaged in industrial development. (They learn about this at the institutes mentioned earlier.) If "career education" could be made a topic at these institutes, they would then learn about career education too.

Larry: This could be accomplished through writing the ACCE office asking them to have "career education" as one of the "electives" in the institutes. Dick Bailey of the National Chamber of Commerce staff would make this decision. (These institutes are held in the summer.)

Milt: This idea should be an agenda item for the next ACCE meeting.

Art: There's no great motivation, on the part of a local chamber, to take on a program recommended to them by their local board of education. The local chamber executive is charged with responding to needs as expressed by the business he represents, not those expressed by the education system. Someone has to convince the local chamber of a good answer to the "what's in it for me?" question. Then some person must be appointed to serve as a "bridge" between the local chamber and the education system.

Jack: This is more apt to happen if the chamber executive takes the initiative. They could be motivated to do so if they learned about career education at these summer institutes. A total of seven institutes are held each summer at various universities around the nation.

Pat: Participants here could help get career education on the institute agenda.

Charles: IF career education were on an institute agenda, the local chamber executives would first want to learn *how to impact the school system*. If they know this, THEN they might be willing to learn something about career education. Put them in this order.

Milt: I agree. It is important to recognize that many local chambers aren't involved at all in education let alone in career education.

Larry: If you're thinking of using the summer institutes to educate local chamber executives about career education, you must put it in proper perspective. REMEMBER, their primary purpose is to acquire management training, NOT to pick up ideas for local action programs. That's why, for example, even if you could get "career education" on the agenda, it would have to be as one of several "electives," not something that all institute attendees would be required to take.

Pat: Local chamber executives at the institutes are always looking for action program ideas for use back home, BUT they pick up a lot of this kind of information in the informal get-togethers at night rather than as a systematic part of the curriculum itself.

Charles: Does the Chamber of Commerce regard itself as an agent or instrument of social change?

Linda: Our chamber doesn't use either of those words.

Art: Urban change, generally is, at the present time, forcing many local chambers to get more involved in social change type activities.

If OCE is asking why business/industry persons don't show up in great numbers at career education conferences, it's primarily because you haven't, to date, tried to work through the chamber. For example, there will be 700 chamber executives in Boston in October. Career education could be on the program. (Dave Cooley would have to make that decision.) OCE should try to get to both the chamber itself and to the business/industry community.

Charles: One of the ways we got 35 of 37 local chambers in Colorado supporting career education was becuase we had Mountain Bell supporting career education. They had employees in every local chamber and simply instructed them to do what they could to get their local chamber involved. It was just that simple.

Larry: Perhaps there is NOT a state Chamber of Commerce organization in every state. This doesn't mean OCE couldn't invite one chamber executive from each of the 50 states to a career education conference. That would get some local action generated.

Art: If you want chamber involvement in career education, you've got to make three contacts:

- Dave Cooley, ACCE
- Dick Bailey - Chamber of Commerce of the U.S. (COCUS) (Millicent Woods will put Ken in contact with Dick; he handles the summer institutes)
- Dick Lesher - COCUS, (as Chief Executive for COCUS, he could be influential in making state chamber contacts for Ken).

Earl: Another potentially very powerful and useful contact would be the American Industrial Development Council (AIDC) based in Kansas City. They are basically in the business of training persons in industrial development, including many local chamber executives. The "sacred cow" is economic development because this is what brings jobs into the community. This organization operates at a very high level of power and influence, often greater than that of the local chamber executive. (Earl promises to get Ken a contact there.) Each year, at the University of Oklahoma, they have an institute of their own. They might be willing to include, as one of their topics, "career education."

Larry: Another key group is the International Downtown Executives Association (IDEA).

Jack: Of all these, the Chamber of Commerce is, by far, the best bet.

Earl: Two more powerful ones are:

- American Society of Personnel Administrators
- National Management Association

Both deal with the end product of the school system - the school leaver who seeks jobs in the occupational society.

NOTE: Only one of the participants in this mini-conference recalled seeing the publications of the COCUS on "career education."

*Issue: How do local Chambers of Commerce establish their priorities?*

Jack: Typically, each local chamber has a "program of work" that is developed on an annual basis.

Art: In most chambers, there is a committee structure for developing priorities. IF the local chamber has an education committee, consideration of "career education" as a priority would come up through that committee.

Remember, fewer than one-half of the local chambers have an education committee!

Saundra: That doesn't mean they aren't engaged in career education. For example, we don't have an education committee in our chamber, but we surely are involved in career education!

Marianne: In Boston, the Urban Affairs Committee is into career education and they have no education committee.

There is only a small percentage of local chambers now doing something in career education. Each year, the COCUS sends out a questionnaire to ascertain what local chambers are doing.

Ken: Millicent Woods could get a "what are you doing in career education type of item included on that questionnaire, or at least she could try to do so. If she did, there would have to be two questions: (1) what are you doing in education, followed by (2) what are you doing in career education?

*Issue: What would be the "hot buttons" that would turn on a local chamber to work on making career education a priority?*

Jack: Show them it will help achieve the goal of industrial development. When prospective businesses come to a city looking to see whether or not to locate there, they have two primary questions: (1) can we get proper training for our employees? and (2) what is the school system like?

Charles: The adaptability skills, (e.g., basic academic skills, good work habits, a desire to work, economic understanding, etc.) will turn them on.

Art: If you want to turn them on, don't just dwell on philosophy. Instead, help them understand what's being done by chambers in career education and who's doing it. They need to look at action examples of success. The philosophy of career education doesn't turn them on; they already know that.

Rita: A "hot button" would be to demonstrate that a career education effort does, in fact, get youth more ready for work. Prospective businesses want to know, "how good are your schools?" If career education makes better schools, this is a turn on.

Larry: A "hot button" would be to get the large metropolitan chambers involved in career education. If the big ones are involved, many of the smaller ones will become interested.

Earl: A "hot button" would be to show what career education contributes to total community life, including more productive use of leisure time.

Jack: No. "Productive use of leisure time" is too intangible; that wouldn't turn them on.

Rita: A "hot button" could be to preach "we've got problems right here in River City and need a shotgun marriage between the school system and the business community." Otherwise, we're all in trouble.

Art: Case studies are the best "turn ons"; philosophy is the worst.

You can turn them on by showing how career education can help them with their problems a whole lot easier than if you ask them to help with career education's problems.

## Description of Atlanta's School Without Walls Program - Milt Lincoln

It started about four years ago. The assumption is that business can make and implement a curriculum to help youth learn basic skills of English math, etc., through showing youth how and why they need such skills in industry. It's basically a project approach, an alternative curriculum but not an alternative school (part of each day is spent in the home high school and part out on this project). It is limited to eleventh and twelfth graders only who meet certain admission criteria. There is currently a waiting list of students.

We encourage the teachers such as, say, the English teacher, to go out to the training site (in a business) with her students. Students (and teachers) learn in the actual environment of the occupational society.

It is operated jointly by the Atlanta Chamber of Commerce and the Atlanta Public Schools. The chamber is responsible for the actual training sites and helping to develop the curricula, while the schools are responsible for selecting students and for awarding academic credit. The school system has assigned one person to coordinate this program. About 400 students are now involved in it.

The following questions were submitted to Milt Lincoln:

Marianne: How did you convince the teaching faculty to support this?

Milt: It wasn't easy. Parental and student support resulted in putting pressure on the academic faculty.

Ben: How does this program help business?

Milt: Youth get wider career awareness plus career counseling from persons in the occupations. Benefits to the business community include potential for (1) identifying good potential employees and (2) meeting corporate responsibility for civic improvement. REMEMBER, our initial basic goal was to create more favorable attitudes toward the public school system on the part of the business community.

Jack: What about students who are excluded from the program?

Milt: We don't know.

Marianne: Is the media helpful in publicizing this chamber career education effort?

Milt: Yes.

## Contrast with Hartford, Connecticut Program - Art Lumsden

Hartford, through the chamber, has established a series of "career centers" aimed at providing training to high school youth in a variety of career clusters. Again, it's an alternative curriculum with the student spending one-half day at his/her regular school and the other half day at the career center. Each "career center" is staffed by experts from the various occupational areas and operates out of its own physical facility. For example, you may find an M.D. from a local hospital teaching subjects such as "anatomy," or "physiology" to high school youth.

The big advantage we have is that since instructors for each area come from a wide variety of businesses involved in that area (for example, courses in "insurance" may be taught by persons from 20-30 major insurance companies) the students wind up with more options regarding the kinds of employment opportunities that might be available to them.

Milt: Our big advantage, in the "Schools Without Walls" program, is that students are learning in the actual occupational society itself and not in another building like a school building.

## *Interaction with Dave Cooley, President, American Chamber of Commerce Executives*

This is the professional society for Chamber of Commerce executives in the USA and Canada. We have about 2,500 members. It began in 1914.

ACCE has three major goals:

1. Increasing understanding of who the chamber executive is and what he does;
2. Development of programmatic ideas that the executive can replicate back in his own city; and
3. Operation of fringe benefit programs for chamber executives.

ACCE makes contacts with many federal agencies to see if there is mutual interest in working together. They do have federal grants and contracts.

In a sense, ACCE is the "union" for local Chamber of Commerce executives. ACCE is not a part of the COCUS, but does maintain very close and cordial working relationships with COCUS.

ACCE tries to form partnerships with other groups having similar interests. They have become interested in public/private partnerships revolving around such things as social issues, growth policies, education, youth unemployment, etc.

## *How could OCE best work with ACCE?*

Art: Use ACCE to help market career education to local communities. They could very effectively market career education to local Chamber of Commerce organizations.

Larry: OCE should enter into a contract with ACCE to do this marketable job.

Dave: ACCE could communicate the career education concept to the local chambers who, in turn, could "market" career education to the broader community. ACCE could develop a series of local "case" studies that could be turned over to local chambers for adoption and/or adaptation.

ACCE could very effectively survey local chambers to ascertain both their interest and their involvement in career education. Local chambers will reply to inquiries from ACCE.

Art: Once ACCE has collected data on how much and what kinds of career education things local chambers are doing, they can disseminate helpful ideas and successful practices to other local chambers throughout the nation.

Question: Are there state ACCE groups with whom state departments of education could work?

Answer: Yes. There is a state Chamber of Commerce executive association in each state BUT relationships at the state level will work better if the initial work is done at the national level.

# MINI·CONFERENCE

# 17

## Future Farmers of America

MAY 3·4 1978

## FUTURE FARMERS OF AMERICA

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### *Issues Raised by Participants*

1. How can Future Farmers of America (FFA) best contribute to career exploration?
2. Who's responsible for career education?
3. How can FFA help youth deal with change?

4. How do the FFA achievement programs contribute to career education?

5. How ready are FFA instructors to contribute to career education?

6. How can individual differences in FFA students influence FFA career education activities?

7. Is it better to do career education as a supplemental unit or as an integral part of the curriculum?

8. How can FFA cognitive activities be balanced with career exploration in agriculture for seventh and eighth graders?

9. How much career education should be done at the seventh and eighth grade levels in vocational agriculture?

10. How can vocational agriculture teachers best fit into a K-high school career education effort?

11. How can FFA members best help K-6 teachers in career education?

12. How can career education best be infused into vocational agriculture teacher preparation programs?

13. What are the implications of a comprehensive K-8 career education effort for change in vocational agriculture senior high school and post-secondary offerings?

14. How can we get vocational agriculture teachers more involved in asking for and using resources from the B/L/I community?

15. How can we develop a spirit of inquiry within FFA students?

16. What parts of FFA are legitimately "career education?"

17. Is it better to use a "methods and materials," a "concept sell," or a "program" route for putting career education into schools?

18. How can FFA current materials and activities best be revised to make them even more effective in career education?

19. How can career education be made something different from a new "add on" program in education?

20. How can vocational agriculture teachers be helped to clearly see the differences between career education and vocational education?

21. How can FFA goals and activities be coordinated with curriculum goals and with career education goals?

22. How can FFA best contribute to student self-development and self-concepts of students?

23. How can we get more career education in-service education for vocational agriculture teachers? What kinds of in-service education do vocational agriculture teachers need?

24. How can school budgets be revised to reflect a career education emphasis?

25. How can curriculum articulation be done in vocational agriculture so that students have more balanced experiences?

26. How can we get more vocational agriculture teachers involved in career education to broaden career exposure for all students?

27. How can FFA be more involved in career education with no more funds?

28. How can competition between the SEA career education officers and the SEA vocational agriculture officers be reduced?

29. How can realistic career exploration experiences be made more available in small communities?

30. How can we measure whether or not an FFA advisor is doing his career education job?

31. How can vocational agriculture teachers best work with industrial arts, home economics, and business education teachers in a coordinated career exploration program at the ninth and tenth grades?

32. How can vocational education funds be justified for career exploration if senior high vocational education enrollments are going down?

33. How can FFA alumni groups be used for career education?

34. How do FFA advisors best communicate with the B/L/I community?

35. How do we keep the good vocational agriculture teachers in education?

36. How can new vocational agriculture teachers who have themselves never been in FFA learn how to run FFA chapters?

37. How can vocational agriculture teachers and special education teachers work together to provide career education for special education students?

38. How can FFA activities best be coordinated with other career education efforts so that duplication can be avoided?

## *Discussion of Issues*

### *Issue: How can FFA goals and activities be coordinated with curriculum goals and with career education goals?*

Alan: If we look at career education as a K-12 curriculum infusion, we must assume there are some career education goals. How can we decide which of the many curriculum goals are properly labeled as "career education goals?"

Bill: Are you referring to the "preparatory" phases of career education as being similar to what we call "vocational education?"

Alan: Yes and no, i.e., career education is concerned with total life-style so that, while it includes vocational education goals, it goes beyond it.

Bill: FFA was started as a form of vocational preparation. The contests and activities in FFA are related to real occupational roles.

Afred: In the 60's, vocational education shifted its emphasis to meeting needs of individuals. Now, vocational education has shifted back into more of a manpower delivery system.

James: We need to develop the individual as well as provide the vocational skills for an entry-level occupation. This involves academic skills, job seeking and holding skills, work habits, and personal development. Career education can assist in providing these skills and attitudes, along with the major thrust of assisting the student in making the decision as to the vocational education program that he will select for preparation for the world of work. Career education skills and attitudes should be threaded through the student's total educational program.

Charles: We have assumed a youth in vocational education has made an occupational choice. This is wrong. Career explorations should be one goal of vocational education.

Bill: Are we going to limit the definition of vocational education to simply psychomotor skill training? Our state agricultural education advisory committee has told us we want vocational education graduates to know more than this, i.e., to also have such things as (a) basic academic skills and (b) interpersonal skills, etc. They are saying that all of this is part of the vocational education "mission."

Charles: Vocational education's primary mission is skill training. The idea of the need for career education skills has always been present, but the delivery system required for making sure all youth possess such career education skills has been missing. That is why career education came along to be added to this primary mission of vocational education.

Bill: We're in danger of forcing kids into premature occupational choices no later than the tenth grade level. Our grade 7-9 orientation and exploration efforts are helping some in avoiding this, but we still need to strengthen our career awareness efforts at grades 1-6.

Roger: Vocational education has, traditionally, been held accountable for placing its graduates in jobs. When we don't do it perfectly, everyone complains. This seems too bad in view of the fact that the rest of the education system has, traditionally, been held accountable for nothing.

Alan: Let's try to put the career education responsibilities of FFA in perspective. IF, as career education people say, the whole curriculum is to be infused with career education efforts, then it's obvious that FFA, or even all of vocational agriculture, shouldn't be expected to do all the career education that's needed all by itself.

Charles: I agree. FFA should identify agriculture related work and occupations. This would be a positive and distinct but limited contribution to meeting the total goals of career education.

Alfred: Vocational agriculture has four primary kinds of activities: (1) classroom, (2) laboratory, (3) occupational experience, and (4) FFA (the leadership organization). All four of these basic vocational agriculture activities can make contributions to meeting career education goals. There's no point talking only about FFA; this is just one of them. What FFA can best do is to contribute, as leadership training, to helping youth develop self-awareness skills.

Jim: The FFA serves as a way for vocational agriculture students to translate the knowledge and skills they have learned in the classroom and laboratories into practical, realistic activities for further improvement of their knowledge and performance.

Jeff: FFA, in addition, allows involvement of parents and of the broader community in career education.

Charles: FFA contributes to career education by providing motivation to students. It offers opportunities for real life experiences that involve both cooperative and competitive activities and so provides youth with general vocational skills that will be useful to them throughout life.

Roger: One of the contributions vocational agriculture in general can make to career education is to equip school leavers with job seeking, job finding, and job holding skills.

Glen: This, of course, is also a function fo the FFA advisor.

Alfred: The problem is articulation. If, for example, we help the student prepare for a job resume, how do we know the English teacher didn't just do this for the same student last week?

Roger: We've got to quit thinking like this. This is the basic problem that makes for the need for career education. We've all been thinking that "somebody else is giving kids these career education skills; and, as a result, nobody has been accepting this responsibility."

Bill: FFA provides students with leadership skills, BUT this is not something you deliver to youth in one day or even in one year. Leadership training is built into FFA at every grade level.

Alan: Teachers of one subject distinguish themselves from teachers of other subjects by their academic disciplines, be they English teachers, math teachers, or vocational education teachers. EACH has a distinct body of content to deliver to students. Since career education is not a subject matter discipline to be added to all the others that now exist, the career education skills are to be infused into all of the existing disciplines, including vocational education. The POINT is, just because imparting career education skills is part of the responsibilities of the vocational education teacher, this doesn't mean that "career education" is part of "vocational education." Rather, it means that vocational education, like any other academic discipline, is expected to contribute, through infusion, to the total goals of career education.

Gary: First of all, we must establish career education goals for the school. Then we can see how each discipline can, through infusion, contribute to meeting some of these goals.

### *Issue: A general perspective on vocational agriculture and FFA*

Jim: The governing body of the National FFA Organization, which shall exercise the powers granted in Section IV of Public Law 740, shall be a National Board of Directors composed of the Chief of the Agricultural Education Service, Office of Education, HEW; four staff members in the Agricultural Education Service, HEW; and four state supervisors of Agricultural Education. No other vocational youth club has this congressional charter. The five National FFA officers, youth themselves, serve as consultants to the board. No other vocational youth club has this congressional charter.

Alan: If you look at the general role of the vocational agriculture instructors, you see four main classes of activity:

1) Day classes - where high school students learn cognitive content

2) Supervised Occupational Experiences (SOE) - a form of cooperative education for vocational agriculture students where they apply their cognitive learning from the classroom in real work (paid or unpaid - depending on the state)

3) FFA - this is seen as leadership development for vocational agriculture students

4) Adult program - including the "young farmer" and the "adult farmer" programs.

**Bill:** The prime difference between the SOE program and FFA contests is that every vocational agriculture student is required to have a SOE, but not all of them compete successfully enough to be on an FFA contest team.

**James:** The major goals of the local FFA chapter should be very similar to the overall objectives and goals of the total vocational agriculture program in a local community. The FFA provides various activities and contests that are an outgrowth of their instructional program in vocational agriculture. The incentive awards program provided by the FFA motivates and helps the student to set goals and accomplishments that otherwise would not be obtained.

**Alfred:** FFA does more, i.e., it builds self-confidence and self-pride in youth in addition to leadership skills.

**Jim:** BUT, if FFA didn't do these things, vocational agriculture would do it in other ways.

**Bill:** I disagree. When you see two schools, one with vocational agriculture but no FFA and the other with both vocational agriculture and FFA, the differences are obvious. Without FFA, students appear to be less interested in what they are being asked to learn.

**Don:** FFA has four degrees of active membership:

1) Green Hand - Typically ninth graders in first year of FFA
2) Chapter Degree - Typically in the second year of FFA
3) State FFA Degree - 2-3 percent of the FFA membership in the state
4) American Farmer Degree - .1 percent of the national FFA membership.

The SOE can exist without FFA, but FFA can't exist without SOE. FFA adds a reward system to SOE.

## *Issue: FFA Contests*

The contests are funded by the FFA foundation (either the national or state foundation) plus contributions from business and industry. The foundations were established by companies who wanted to contribute to vocational agriculture students but didn't want to do so by giving money to the federal government. The national foundation now operates with a budget of about $900,000 per year.

The FFA contests are a way for an FFA member to practice and get rewards for activities growing out of vocational agriculture classroom learning. Sometimes they are held during the school day but are often held at nights or on weekends.

**Bill:** Some vocational agriculture teachers have become so enthusiastic about FFA that they spend their time readying their best students for FFA contests instead of seeing to it that all of their students profit from regular vocational agriculture instruction. The situation is getting better now, but it is still a problem in some schools.

*Issue: How FFA works in Cashmere, Washington*

Jim: We started by establishing career education goals for our school district. We then built a set of curriculum goals that relate to specific subject matter areas. Finally, I had to build the FFA goals into the then existing career education goals and curriculum goals. With the FFA mission statement, it was no problem.

Charles: What did you do differently when you put career education goals in with your existing vocational agriculture goals?

Jim: We rewrote the vocational education goals into the career education goals. For example, if the vocational agriculture goal was, say, making a particular weld, I could put in a career education goal of showing the student the kinds of careers in which people use this kind of weld.

You could put goals into perspective in this way with that example:

- Vocational education goal - providing skill in making a weld
- Career education goal - showing the student occupations he could use his welding skills in
- FFA goal - motivating the student to win a proficiency award in welding.

James: Let me give you another example of how career education goals and FFA goals mesh together. In an FFA meat judging contest, the FFA youth can be exposed to a very wide range of occupations (meat cutter, meat inspector, etc.).

Afred: A basic problem is that not all vocational agriculture students are members of FFA and compete in FFA contests and activities.

Bill: Twenty-three percent of FFA members participated, in 1976, in a competitive event beyond the local level.

James: Nationwide, about 70 percent of all vocational agriculture students are in FFA.

*Issue: How can career education best be infused into vocational agriculture teacher preparation programs?*

Glen: We hit prospective vocational agriculture teachers with career education twice (1) in our principles course and (2) in our vocational agriculture methods classes. Some vocational agriculture instructors will do this, of course, while others will not.

Charles: At our institution, we even get into career development theory, plus give prospective vocational agriculture teachers some work experience in some agriculture related business. They have to spend 30 hours in this experience and write job descriptions for nonfarm agriculture occupations as part of this assignment (for their junior year).

Glen: Last year, we did an in-service training session for our methods teachers in career education. In spite of our best efforts, it was not a success.

Bill: In our philosophy of vocational agriculture education course, we cover some of the philosophy of career education. In addition, we offer, as an elective course "career education in agriculture education." Finally, we have some vocational agriculture students preparing to teach high school vocational agriculture out in exploratory work experience activities in business/industry settings.

Our elective course (fourth quarter) was put in because we have so many vocational agriculture teachers today teaching in Florida, at the seventh and eighth grade levels, in the vocational agriculture orientation/exploration program rather than in content preparatory level courses at the high school level.

Ed: I teach these seventh and eighth graders. My goal is to show them careers related to agriculture, not to give them specific vocational agriculture skills.

Bill: In Florida's seventh grade, all students are in a career orientation "wheel" that includes agriculture education for six weeks, business education for six weeks, homemaking for six weeks, and industrial arts for six weeks. In the eighth grade, they can elect one of these four to explore in greater depth for nine weeks.

NOTE: In some Florida schools, other subjects, such as music and art, are included in the "wheel" but, typically, professional occupations such as physician, lawyer, engineer, etc., are not included.

Alan: At Iowa State, we plan to embark on an ambitious program of in-service education in career education for our teaching faculty, including arrangements whereby some faculty members can be released from the university, for a period of time, to study and gain experience in the occupational society in places where their graduates are likely to go.

Don: We could get some good preservice career education for prospective vocational agriculture teachers if their student teaching is done in a school with a strong career education emphasis.

Allen: Nebraska has a four-year curriculum for teachers of vocational agriculture including some career education units and some career education related activities. There is a special curriculum guide that has been built by practitioners and SEA persons for use here.

Glen: We are beginning to find some superintendents in Colorado who won't hire new teachers, in any subject area, who haven't had a career education orientation at least as part of their preservice teacher education program.

James: In spite of all these fine preservice efforts, don't forget that there continues to be a big need for in-service education of current vocational agriculture teachers with respect to career education. In Ohio, we've developed a "career awareness" and a "career exploration" manual for vocational agriculture teachers to use with elementary school teachers. FFA members help here by going into elementary school classrooms. Unfortunately, these materials are not a part of the preservice vocational agriculture teacher education program.

*Issue: Perceptions of participants regarding relationships between FFA and 4-H*

Roger: 4-H depends on voluntary leadership from community members, whereas FFA depends on leadership from vocational agriculture instructors.

James: 4-H isn't tied to instructional programs but FFA is.

Alan: 4-H is a part of the Extension Program created by the Smith-Lever Act. FFA is a part of the vocational agriculture program created by the Smith-Hughes Act.

Alfred: Primary purpose of vocational agriculture is placement and advancement in agriculture.

James: FFA starts with organized instruction.

Charles: 4-H uses its projects as a means to human development.

Alfred: The SOE programming is an integral part of the instructional program.

Jim: About 70 percent of 4-H members are under 12 years old, whereas the youngest FFA member is 14. They can continue their membership until 21.

Alan: The prime purpose of FFA is leadership development, whereas the prime purpose of 4-H is human development.

Bill: In some communities, 4-H and FFA are competitive; but, in many others, they are complementary to each other. This is the idea. Cooperation is often very close. For example, we often find 4-H and FFA holding their contests on the same day and using the same judges. They work well together, depending, of course, on the personalities of the specialist in the county extension service and the vocational agriculture instructor in the school system.

*Issue: How can we measure whether an FFA advisor is doing his career education job?*

The following are examples of indicators:

Glen: Placement rate in agriculture related occupations is one criterion.

The extent of involvement of vocational agriculture instructor in career awareness and career exploration with other teachers, K-12, is another.

Roger: We do okay on career awareness in agriculture, but not broadly; we succeed to the extent to which the vocational agriculture teacher imparts adaptability skills.

Alan: The extent to which the vocational agriculture teacher has incorporated specific career education objectives into his lesson plans is a form subject to measurement.

Jim: I agree. The career education goals have to be infused with other instructional goals. For example, my original instructional goal might be to help students learn something about grading apple sizes, but to this I've now added helping them see careers related to production and distribution of apples.

Bill: Occupational placement is not proper, as the sole criterion. Rather, it's better to hold the vocational agriculture teacher accountable for placement potential.

Charles: I agree. In vocational agriculture, we've trained electricians, welders, carpenters, factory workers, college presidents, etc. BUT we have been primarily concerned about employability, not placement.

Bill: Our primary goal is employability in agriculture, BUT the employability skills we teach are transferable to many occupations.

Charles: The extent to which the vocational agriculture teacher is willing to accept responsibility for career development as well as occupational preparation is another criterion for use.

Don: The extent to which the vocational agriculture teacher is emphasizing educational and career opportunities related to agriculture is a good criterion to use.

Allen: We need a list of things to look at to see if vocational agriculture teachers are really doing career education. In addition to what has been mentioned, it seems appropriate to emphasize responsibilities for teaching general employability skills such as:

- Good work habits (all agreed)
- Work values (all agreed)
- Career decision making skills

Alan: So long as "career" means "life-style":

- Basic academic skills (disagreement, see issue below)
- Economic understandings (all agreed)
- Job seeking, job getting, job holding skills (all agreed)
- Reduction of sex stereotyping (all agreed)
- Productive use of leisure time (all agreed)
- Educational/occupational opportunities (all agreed)

*Issue: Disagreements regarding whether "teaching basic academic skills" is a responsibility of the vocational agriculture instructor*

Glen: Only if it relates to occupations. NOT just because they need them.

Roger: No. If they don't have them, the vocational agriculture teacher must provide them.

Ed: Teaching eighth graders letter writing is part of my job.

Homer: I agree. I teach basic academic skills to my students.

Ed: MY FFA secretary does a great job and is learning basic skills.

*Issue: Other thoughts regarding vocational agriculture teachers and career education*

Allen: Career education is a lamination process. The re-encoring effect of having multiple teachers (including vocational agriculture teachers) emphasizing the importance of good work habits, for example, will eventually get through to students.

Don: The vocational agriculture teacher must do more to relate with other teachers if he's really going to do what he should in career education.

Alfred: The basic question is, where do vocational agriculture teachers want their identity? If you want money, you go one place; but if you're interested in kids, you may want identity somewhere else.

The trouble with saying "career education is every teacher's job" is that probably no teacher will do it under those circumstances.

Charles: I agree. Nobody doubts but that career education is important, but many assume "somebody else" is doing it.

Alfred: FFA is career education, BUT it is only a part of the job of the vocational agriculture teacher. We must retain our basic identity with vocational education.

Glen: Should prospective vocational agriculture teachers be taught how to work with elementary school teachers?

Don: The National FFA Office is doing this through their "Food for America" program that goes into elementary schools.

Allen: Vocational agriculture teachers should be taught to work with elementary teachers; but, to date, this hasn't been done widely.

Glen: We do it in our vocational agriculture teacher preparation program as part of our methods courses.

Don: We use FFA members to go into elementary schools and work on career awareness kinds of things.

## *Issue: National Vocational Agriculture Teachers Association (NVATA)*

NVATA has an annual Career Orientation Award that goes to the vocational agriculture teacher in the nation who has done the most for career education (Don Barber was a winner one year).

Each state has a winner. Then six regional winners are picked. Then one national winner is chosen, presented at the AVA Convention each year.

Idea: NVATA could collect all the writeups of career education practices on the part of vocational agriculture teachers nationwide, for this competition. They could be put together in a manual; it would be a fine "how to do it" aid to vocational agriculture teachers.

Hoyt: Don Barber has promised to send me more information on this.

## *Issue: How can FFA Alumni be used for career education?*

NOTE: Currently, there are about 500,000 FFA members. FFA Headquarters started the FFA Alumni Membership in about 1972. They now have about 12,000 members.

Jim: Our FFA Alumni Association has put together a traveling van that shows seven to eight agricultural areas in the state. In addition, it has pictures of vocational agriculture and FFA activities in each of the eight FFA districts in the state. This van goes to fairs, livestock shows, etc. around the state. It was built through contributions of FFA alumni and is manned by the alumni themselves. SOMETIMES, they take it to elementary schools for career awareness purposes, but this isn't typical.

Don: Our FFA Alumni Association is a support group for vocational agriculture teachers. They help us, for example, provide skills to our contest team members. Some of them take individual FFA members with them to their place of business for a day as a shadowing experience to see an FFA alumnus at work in an agriculture related occupation.

Alfred: One of our vocational agriculture teachers organized an "Agriculture Careers Night" that used FFA Alumni Association members as resource persons. It drew 300-400 youth.

Homer: Our FFA alumni serve as resource persons for youth to show them what they do in their agriculture related careers.

Don: Some of our FFA alumni have volunteered to serve as chaperones for FFA kids when we take them on field trips.

Alan: The FFA alumni could be a resource for SOE experiences for FFA members who don't live on farms.

FFA Alumni Association is located at FFA Headquarters. The contact person is Woody Cox.

FFA Alumni is one of four basic kinds of membership of FFA along with:

- Active members (14-21)
- Collegiate members
- Honorary members
- Alumni members

### *Issue: Other related organizations who can and do engage in similar things*

Homer: In our state, the Farm Bureau in each county sponsors up to six FFA members in a governmental seminar. They go to the State Capital to study state government.

Each county Farm Bureau can send more FFA members as long as they can find sponsors for them. One sponsorship costs $40.

Don: The American Institute of Cooperation (all the co-ops) sponsor a leadership conference each year. They ask local agriculture cooperatives to sponsor one to two FFA members to the national conference.

Young Farmers Organization: Potentially a valuable resource BUT their primary purpose is to learn, not to serve (as do the FFA alumni).

### *Issue: What kinds of in-service education in career education do vocational agriculture teachers need?*

Roger: We need to show them that they are doing lots of career education now, and then teach them how to do it better.

Bill: We've had employers talking to vocational agriculture teachers about the kinds of employees they want. This is good in-service education for these teachers.

James: Vocational agriculture teachers need to learn how to work better with other teachers (both at the senior high and at the elementary school levels) in providing career education material and information in agricultur

Charles: Career education is going to take a very long time to get implemented. For this reason, our primary concern ought to be on how we change our preservice programs of vocational agriculture teacher preparation NOT on in-service education.

*Issue: Advice for Office of Education (OCE)*

- Contact Neville Hunsicker in BOAE (Dick Carlson's shop). Ask him for FFA career education materials (the "Emphasis '78" materials).
- Visit the FFA National Center in Alexandria, Virginia.
- Ask state coordinator of career education to contact their state superintendent of agriculture education.
- Get the "National Future Farmer" magazine sent to all state career education coordinators.
- Do an article on career education for "Agricultural Education" magazine.
- Make contact with NVATA - Sam Stenzel, Executive Director, Box 4498, Lincoln, Nebraska 68504.
- Hold a mini-conference for executive directors of other vocational student clubs (VICA, DECA, FLBA, FHA, etc.). Share with them notes from this mini-conference and ask them to comment on applicability to their organizations. DON'T just send them these notes and expect that will do the job.
- Get vocational education back closer together again with career education.

In the early days of career education, vocational education was its greatest supporter. Vocational education persons saw their mission as being one of convincing academic educators to become involved in career education. Once such efforts were successful, vocational education teachers began to back away.

Vocational education thought career education belonged to them. When others thought it extended way beyond vocational education, vocational education was turned off.

Vocational education has been suspicious that career education would continue to drain funds from vocational education.

Part of the philsophy of vocational education has been to separate from the rest of education. When career education came along and tried to put vocational education in with the rest of education, vocational education persons were turned off.

There continues to exist a fear that career education is trying to take over vocational education.

Vocational education has pretty much had the community all to itself as a resource. Now that career education has come along and also seeks to use the broader B/L/I community as resource persons, some vocational education persons (especially co-op education) are upset.

There continues to be a worry among counselors that career education is slotting youth into vocational education instead of into college with a corresponding worry among vocational educators that career education is trying to keep kids out of vocational education.

# MINI·CONFERENCE

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# SUPER MINI·CONFERENCE

AUGUST 8·9·10 1978

## "SUPER" MINI-CONFERENCE

### Participants

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## *Issues Raised by Participants*

1. Lack of continuity and consistency in materials and delivery strategies being developed by various community organizations (including schools) for career education.
2. Facing the issue of competition among the various youth organizations.
3. Getting parents involved in the career education effort.
4. Finding out what needs to be done and how to pool resources together for collaboration.
5. The need to know what each volunteer organization is all about and how each can help.
6. How to involve the medium and small employer in career education.
7. How to mount and maintain a public relations effort for career education.
8. To what degree is economic education, e.g., the American capitalist or enterprise system, to be built into career education efforts?
9. How does career education meet the unique needs of the community?
10. Is there a "curriculum" for "career education?"
11. What is the definition of "career education?"
12. Who should take the initiative for the collaborative effort?
13. How can local school funds be allocated for career education? Other community funds?

14. Who's responsible for monitoring and evaluating community collaborative efforts in career education?

15. Who picks up the liability for career education experiences in the community when students are out of the school building?

16. How can a "what's in it for me" emphasis be inserted into the total collaborative effort?

17. How can we best assume parity of services for those in greatest need of career education?

18. What are the motivational forces and sources to begin and SUSTAIN career education?

*Issue: Finding out what needs to be done and pulling collaborative resources together*

Joe: Need to start with a needs assessment. This could be done by schools OR by such community groups as (a) organized labor or (b) Chamber of Commerce, etc.

John G: To do the "needs assessment" thing, we started by going to industry and asking "what do you want your public schools to do?"

Irv: No! We need to target more on the specific goals of career education. If we get into a very broad needs assessment, we're dealing with the total philosophy of education.

Tom B: Local people will be favorable to schools when schools meet their needs, not before. So we must start with "what does the community expect of its schools" approach.

Irv: If we deal with every kind of change in education, we'll get no place.

Bob: We need to state the career education problem. I back up Irv.

Maxine: Industry often states needs in terms of vocational education.

Cathy: In many states, there is a state plan that has been developed in a collaborative fashion. We need to know, at the local level, which parts of the state plan will be bought at the local community level.

John R: Whose needs are we talking about? The kids'? The schools'? The communities'?

Bea: When ORT started its American Affairs Program aimed at improving the image of vocational education, they surveyed the B/L/I community to determine what they saw as youth needs in preparation for work. The B/L/I community emphasized the need for such things as better communications skills, attitudes toward work, work habits, i.e., the kinds of things that career education responds to.

Xavier: Why not encourage community colleges to do a manpower survey in each community to find out where the jobs are today and what the employment outlook is for the future?

Tom K: If we're going to talk "collaboration," then the ideas and the concepts must evolve in a collaborative fashion. If, as a school person, you say to B/L/I, "this is career education, please help us do it," the community is bound to think of career education as a problem of the education system, not as a community problem, and career education won't work.

Nancy G: Basically, what needs to be done is:

- Local community groups each need to define what "education as preparation for work" means.
- Agreement must be found on what is a local group, i.e., how is "community" to be defined?
- What are the community organizations operating in this community?
- How can these community organizations form an umbrella group?
- How can we get a continuing commitment to career education?

Cathy: What we're trying to do is to develop a shared responsibility, among many community groups, including the schools, for education as preparation for work. If you go to nonschool community groups and ask "what's wrong with our schools," you may get statements leading to direction of educational policy, but NOT shared responsibility leading to collaborative efforts.

Rex: We're really talking about creating a bridge between schools and communities to solve the education/work relationship problems facing community members.

Bea: You can't have career education without community involvement; educators just don't know enough nor do they have enough resources. Kids are the future of our nation, and this should be enough to emphasize the need for career education.

Nancy G: Part of the answer to be sought in getting community groups together is "who's going to give up what portion of their current power?" Each will have to give up some if all are going to work together.

Cathy: Many of today's teachers never had to look for a job because when they entered education there was a severe teacher shortage. How schools function is, and should be, determined by society, not by the schools. The basic issue is how we can get the entire community to assume some responsibility for educating youth for work.

Should we go to the community with a topic of changing "education" or "career education?"

Al: "Career education" is enough.

Agnes: Yes, preparing youth for work is a big enough topic.

Mike: It's O.K. to stick only with "career education."

Larry B: 4-H is trying to strengthen its emphasis in career education now.

Maxine: We need to talk about career education in terms of its elements because so many still do not understand career education differs from vocational education.

Larry M: If we listed the whole "curriculum" for career education, we'd do this.

Tom K: Real collaboration means assisting in defining and developing, i.e., real ownership. In the long run, real ownership must come to the local level so this is where the joint development of definitional elements must occur.

Ernie: Initial career education efforts can be started by either the school or by some community group; then you get them together to arrive at a definition of what needs to be done.

Bea: ORT doesn't come into a school with a "program." Our general goal is to make each child feel important and worthwhile. Our education system needs to move from a "listening" to a "participating" mode of operation, and that's what career education does in making change. By giving kids opportunities to relate with a number of adults in the community, the youth's opportunities for career development are enhanced. ORT women go into schools as parents to see if they are doing career education and to see how ORT can help. For many years, parents were told to keep HANDS OFF school operations; now, with career education they're being asked to become involved in bringing community resources to bear on the education development of youth.

John G: Community organizations become frustrated because they don't know how to impact education. There are, in some communities, education/work councils now established to "broker" these services. The logistics involved in making such an operation work are important.

*Issue: Who takes the initiative for the collaborative effort in career education?*

Ernie: You have to start with recognized community needs for career education. In our school district, the needs were expressed as a combination of (a) lack of basic academic skills, (b) discipline, and (c) vandalism. Career education is being pictured as a vehicle for bringing about change in this $550-million annual operation that will serve to help correct each of these three conditions of community concern.

Agnes: In most communities, the need for career education is obvious. The job is how to make our members aware of it and accepting responsibility for helping meet it.

Ernie: I'm now serving as local education chairman of Rotary. All Rotary in our community has done for the last five years is give a $2,000 scholarship to one student each year. This isn't doing the Rotary job of community service.

Nancy L: Our school career education effort couldn't function without Rotary. If you ask "who should take the initiative," the most proper answer is "anyone." To get Rotary to help, I simply gave them a checklist of things we needed to have done, and they started doing them. I did the same thing with teachers. I give them an activity to do; and then, after it's done, we ask the process questions of "what has happened here?" We go one step at a time. The important thing is to begin by giving each community group something specific to do that helps deliver more effective career education. At this point in time, my problem is not how to coordinate all community agencies, I'm still trying to see how many will be willing to work with our school district.

Agnes: I agree. There is a need for an educator to take some initial initiative.

Nancy L: Educators should take the initiative, but it won't always happen this way.

Myrtle: Let me tell you about our initial attempt at collaboration that failed and then about a later attempt that is working. About three to four years ago, I decided to do something about collaboration. We went to the community business and organizations, found those willing to work with us (including what each was willing to do), and put all of this information in a big set of two COMMUNITY RESOURCE HANDBOOKS which we made available to educators throughout the district. The result was that no educator used them, and we had turned off the B/L/I community who, when they didn't get calls, said we must not be serious.

We then tried a different strategy. This time, we found an influential member of the community who approached the Florida Council of 100 (leading business organizations). This group, once interested, secured a $150,000 grant from the Florida State Department of Education and established Educational Program in Careers (EPIC). When this began, we ran into some conflicts with the Florida Council on Economic Education; so we joined forces with them and established a joint evaluation committee in each of the seven school districts. It worked because it was outside forces impacting on the local community. A second element that makes this strategy work is that they refuse to come into any community where the superintendent of schools and the chairperson of the board of education won't agree to serve on the executive committee of what is now known, at the community level, as the "Career and Economic Education Advisory Committee." There are 30 key community leaders on this advisory committee in each community, (including, for example, presidents or vice presidents of leading business organizations, and presidents of PTA, ORT, Rotary, etc. (the real "movers and shakers").

Maxine: Both women and men should be included in such controlling/initiating groups.

Don: These same general principles are ones we have found to work for us in a rural district. We took the most powerful farmer, the most powerful businessman, the most powerful educator and put them together. The superintendent got them together initially about five years ago when the governor said there should be collaboration, and these power groups have done the job since.

Larry B: The youth groups, like 4-H, already have contacts with leading business organizations. These could be used for community collaborative efforts.

John R: Same thing with Scouting. We strive to get the community power base on our board. The bottom line is that people respond to people who are real community leaders.

Nancy G: The composition of the "power base" in many local communities tends to be males. We need to look for powerful women to serve also.

Myrtle: I agree. We have only 3 women out of 30 members of our advisory commission.

Nancy L: I look for "doers" rather than "power" people to get my community collaborative effort going. Many of the "power people" are so powerful they just sit around and don't do anything. They're too busy counting their money.

Don: In our community, the drive to get going was male dominated, BUT the drive to keep going has been female dominated.

Nancy L: We try to stay action oriented. We're working with busy people who like to have things to do. We find it works best with many ad hoc committees rather than with using more formal continuing structure. If we had to start with a huge formal community collaborative organizational structure, it probably wouldn't work for us.

Irv: What we've been talking about for the last 30 minutes are a number of excellent examples of cooperation but not collaboration, i.e., about mutual goal setting and mutual acceptance of responsibility. It takes much more to say - and carry out - a statement that "we're partners in this effort together."

Nancy L: You have to learn to cooperate before you can learn to collaborate.

Irv: Maybe true collaboration is a "paper tiger." Is there any real evidence that true collaboration is taking place anywhere?

Cathy: Yes. We have some example of real collaboration that involved asking B/L/I people to serve on curriculum committees. In addition, our original career education policy paper was written and developed jointly by educators and the B/L/I community. We have, in addition, had the Boy Scouts come to us, and we've bought their involvement. Some industries have developed economic education materials now being used in our curriculum. It isn't easy BUT it has been done. I must admit I sometimes wonder whether or not attaining true collaboration is really worth the effort, but we've been doing it.

Nancy G: I can't think of any example of true collaboration.

Ernie: We've got to be very careful of using terms like shared "responsibility," "authority," and "accountability;" these are often "turn off" words.

Don: I'd rather talk about "resurrection of responsibility," i.e., getting the community to take back some of the responsibilities which, in the past, they have delegated completely to the school system even when the school system couldn't meet them simply through their own efforts.

Maxine: We can't, and shouldn't, avoid the word "accountability."

Bea: "Turfsmanship" is evident here. The community organizations at this mini-conference can and should be a catalytic force. Who initiates collaboration? The answer is there has to be flexibility. It will be different in each school district and in every community. Any one of the 15 community organizations represented here could take the initiative to begin the process of collaboration in some community. Why not do so? Each could, in one of the 15 sites represented here, take responsibility for getting representatives from the other 14 together with the educators in the community. Each could begin an "adopt a community" approach some place. In saying this, I recognize that, at the operational level, educators will still be in final charge of the curriculum. Obviously, if collaboration comes, responsibilities of educators will be greater than before; but kids will be helped more, and that's what is important.

Al: There's no way Rotary could do that. Our authority flows from our local clubs, not down from the national organization.

Agnes: Most of our members belong to multiple organizations and could get more than one community organization involved in collaboration.

Nancy L: From a school standpoint, it takes a lot of work just to interact effectively with one community organization. It would really be hard to work with four to five all at once, and to work with 15 all at once would be fantastically difficult. That doesn't mean we shouldn't or wouldn't like to; it's just being realistic.

Maxine: The 15 community organizations represented here need to get their own collaboration act together first in terms of how they could work with each other in a complementary manner. Then they should take to the school systems a knowledge of which organization has which programs and resources.

Nancy L: Educators aren't prepared to work with 15 organizations all at once.

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**Bea:** I don't think all 15 community organizations need to get together before they go to the schools. It would take too long. It would be better to start with what you can start with and then build up from there.

**John R:** Scouting is like Rotary in that local authority is high. With 1400+ BSA Councils, we have to depend on the initiative coming from each site.

**Agnes:** Every sample we've seen here of collaboration has started with a school system initiative.

**Nancy L:** Every school system has at least one "doer." You just have to get them together with the "doers" in the community organizations.

**Maxine:** I've learned a lot about other community organizations at this mini-conference that will surely be helpful to my organization (BPW) in working toward a community collaboration effort.

**Larry B:** Are you suggesting that every community ought to hold mini-conferences for local counterparts of our 15 organizations?

**Maxine:** Yes, it wouldn't be a bad idea.

**Myrtle:** We need to emphasize the selection of appropriate community organizations who are really ready and prepared to work in collaboration. At the local level, some of these 15 groups will be and others won't. Moreover, some community groups not here may become some of our strongest partners in collaboration.

**Maxine:** Our various comments describe an individual as initiator who (a) is in a power position, (b) holds multiple memberships in organizations, and (c) is a "doer" and self-starter.

### *Issue: Career education and economic education: should they join together?*

**Ernie:** When you throw the terms "career education" and "economic education" into the title of the effort, you tend to get into trouble with organized labor.

**Myrtle:** There are pros and cons on this. The Florida Council on Economic Education had tried, for years, to do many of the same things we're trying to do in career education. The conflict we found was due primarily to the fact that economic education has used only social studies as their delivery mechanism in the schools, and career education, of course, goes way beyond just social studies. Further, people mean different things when they use the term "economic education." A "free enterprise and consumer education" bill was passed in Florida mandating that both be infused into the entire curriculum (like we're trying to do in career education), but they had no money to do it. Career education, on the other hand, had money but no legislative mandate. It was on this basis that the "marriage" began.

Larry B: I agree with the definitional problem for economic education: I've five different emphases in economic education: (1) personal economics, (2) family economics, (3) business economics, (4) government economics, and (5) world economics. We can plug into any or all of these, and 4-H is doing so.

Carolyn: If the career education advisory council is dominated by business/industry persons, they can be expected to push hard for "economic education" to mean "free enterprise system." When organized labor comes in, they want to add to this an emphasis on "the democratic process of change."

Bea: I don't understand that. If you're teaching about the free enterprise system, you will teach about organized labor which obviously is a part of the free enterprise system.

Bob: You can't talk about the private enterprise system as though there were only one. For example, the "private enterprise system," as traditionally defined, is the truly open market place. In actuality, in most communities, it's much more than this when you consider the effects of various governmental and industry regulations that, in effect, help to control prices.

Don: Our Council Board has called the priority "career and economic education." Organized labor, in our community, didn't object because they considered themselves to be an essential part of "economic education" and so did we.

Joe: In Utah, we have a state mandate to teach economic education, with home economics, business education, and social studies all having roles to play. If we accept this and go beyond it to all teachers at all levels of education, we have the principle of weaving economic education into the career education delivery system.

## *Issue: How to get a good public relations effort for career education*

Tom B: Nine out of ten "persons on the street" will now criticize the schools. Getting them to see career education as a vehicle for needed change in education is important.

Bea: ORT gets public relations through posters in subway trains in New York City. The Advertising Council supports ORT and other community volunteer organizations. If you want to acquaint teachers with career education, why not get one of the "sunrise teacher in-service TV programs" on career education? Educators could learn about it and get credit at the same time.

Agnes: We discussed the possibility of having students develop the slide film presentations, and perhaps the Legion Auxiliary could assist with this.

Tom K Radio and TV stations in New York City will give us 30- to 60-second spots now.

Irv: The Denver Junior League and Colorado Chamber of Commerce are doing a whole series of TV spot announcements on career education now.

Carolyn: We need a message that doesn't need any other material, for example, just plant a thought in the minds of people. No big explanation is needed.

Ernie: I agree. Simply get across something like "career education is needed and does make a difference."

Bob: P.R. stands for "plaud and repeat." You can't describe a concept with a 30-second TV slot. You have to supplement this with repeated person-to-person contacts.

Myrtle: It makes a difference depending on what question you ask. You can get support for career education if your question is "do you think schools should better prepare youth for work;" but if you ask "what kind of education do you want for your children," you might get a completely different answer.

Don: We decided it was impossible for us to educate the public with respect to what career education is. As an alternative, we sent kids on career awareness and career exploration experiences to newspapers, radio stations, and TV stations. Persons employed in those occupations got turned on to career education and, as a result, are now educating the public for us.

Nancy G: "PR" is a misnomer. People want information, not just a selling job.

Tom K: Career education is a tough concept to get across. Public relations isn't bad.

Don: In a slick "Madison Avenue" approach to career education, public relations won't work except, perhaps, on Madison Avenue.

Maxine: The term we should use is "EP," educative publicity, not PR.

Carolyn: Public relations is an important contribution that many community organizations could make to career education. I'd rather see them concentrate here than on developing curriculum materials that we would then have to find a way to fit in with those we already have.

Maxine: To generate citizen pressure and concern for true career education, we ought to have "career education" as a topic on major national network things like "60 Minutes," "Sesame Street," "Donahue Show," "Dave Hartman," and "CBS Reports." We should also take steps to publicize the nature of and need for career education among our own organization memberships, e.g., 165,000 BPW members and millions of Legionnaires, Scouts, etc.

*Issue: Where do we go from here in career education collaborative efforts?*

Carolyn: A statement should include such things as:

- What kinds of issues should be addressed in collaboration?
- What will collaboration consist of?
- How can collaboration be sustained?
- How can collaborative efforts be evaluated?

Joe: I would suggest such subtopics as:

- What are the goals of collaboration in career education?
- What kind of organization is needed for collaboration?
- How can collaborative efforts be started at the community level?

Carolyn: Further subtopics could include:

- How does the collaborative team establish its goal?
- What should be the organizational logistics for collaboration?

Tom B: What do we mean by "shared ownership?"

Bea: Should the composition of the career education advisory council change annually? Could we have a community collaborative effort in career education that didn't involve the education system at all?

Answer: Yes, but it wouldn't be desirable.

*Issue: Composition of a collaborative group*

Carolyn: Balance of organization is important. It should be predominately community persons with relatively few educators. Watch that business/industry isn't overrepresented and that organized labor and other community groups aren't underrepresented.

Larry M: A collaboration group should be a larger ad hoc group, with an executive committee for career education action council being smaller.

Don: In our community, we choose members both by occupational representation and by geographical representation in the community. We seek to make the collaboration group representative of the community.

Carolyn: We would give up the principle of adequate community representation in order to gain the power to influence others. We are NOT a "mirror of the community" and shouldn't try to be; we're out to make change happen, and we've got to have change agents.

Jerry: For four years, I worked with the "doers;" I then went to a "power" committee. I found that working this way meant that members of the "power" committee don't have time to do anything more than develop specific goals for our collaborative career effort; BUT, having developed such goals, they assigned "doers" from their organizations to subcommittees charged with accomplishing the goals. The "power" group not only got the "doers" for us but, in addition, gave them the authority to do what had to be done.

Joe: Students should be represented on the collaborative group, both high school and post high school students. We try to get those other than the usual student leaders so we can get a more representative voice.

Carolyn: I've found it difficult to use students. The student leaders are the articulate ones; others may not be.

Larry B: The student groups from the vocational student youth clubs should be thought of differently than students representing school organizations.

John G: Students are useful in programs directly involving them, but they're not interested in other parts of the total collaborative problem. The CETA Youth Councils tend not to have any students now. The community youth groups should have adult representation in this mini-conference just as other community youth groups should have adult representation on the collaborative group.

Agnes/Nancy G: I agree. It would be helpful.

Carolyn: We're close to this now. We used our site visit from this project to help do this. We now have BPW, Legion, 4-H, Chamber of Commerce, and JA. The practical problem is that the Mesa Council wants members to be people who both work and live in Mesa, and some of the groups represented in this mini-conference don't meet this requirement. There is nothing I can do about this as the Council picks its own members. I am a nonvoting person in the Council.

John G: In our council, we have all these community groups involved. In addition, we cover schools ranging from elementary schools through colleges.

Carolyn: We include private proprietary schools as well.

Myrtle: Our community groups aren't parallel to the 15 represented here, but we have many other community groups that we use. Of the 15 groups represented here, 3 aren't in our community. In saying which community groups are represented, "it is important to remember that one person may be a member of many community groups." "You can reach more than one community group through the same person!"

Nancy L: We're going to expand the number and variety of community groups participating in our council. It's okay to have a lot of the general council so long as action things are done by smaller numbers on an ad hoc committee arrangement. We're also trying to collaborate with other school systems in our geographic area; i.e., the community groups involved serve more than one school district. "You can't think only of one school district at a time when more than one exists in a single geographic area."

Nancy G: Representation on the collaborative council should plan an outreach effort to make sure minority groups who would otherwise not volunteer are given a real opportunity to become involved.

Bea: As a general principle, whether or not any given community group should be represented on the council should depend on the interest and background in career education possessed by the person appointed to represent them. Since representatives will change, it may be that, at one time, it is appropriate to involve a given community group; while, when they change and appoint someone with no interest or background in career education, it might not be productive to have that community group represented in the council.

Carolyn: We have solved this problem through a council orientation committee. That committee spends time with new council members, on a one-to-one basis, acquainting them with career education and with the work of the council.

Nancy L: I have an action subcommittee that goes to new community groups and tells them about career education. In this way, the total organization knows something about it, which is important if the representative from that organization is going to have any influence after he/she reports back from a council meeting. By having other community groups make these presentations, it's much better than having it come from me or from some other educator.

John G: We tell new council members three things:

1. In joining this council, your organization retains its own identity;
2. "Collaboration" means you must agree to share some of your resources with other community groups (including schools) in the council; and
3. "Collaboration" sometimes means compromise will be necessary.

Myrtle: We have a council of 30 members. Our bylaws permit us to use nonmembers with special skills if the need is present. Two-thirds of the membership must, at all times, be noneducational personnel.

Nancy G: Is there any way a formula could be set up to ensure, for example, that women and minorities are adequately represented? If you worship a "power" type of person, you will find that in many communities both women and minorities will be excluded.

Larry B: 4-H is now working with 127 of the Fortune 500. We're constantly contacting them to put on career seminars for 4-H members. We have developed a guide for use by these corporations telling them how to do this. The corporation identifies the sites they to use (Note: They may not want to use a plant that is having production output difficulties or a store that isn't making money), and 4-H sets up the career seminars in the communities designated by the corporation. If you want a collaborative effort to be unsuccessful, set it up in ways that allow various participating community groups to argue, among themselves, about who "owns" it or should run it. If you want it to be successful, form a nonprofit corporation to which all community groups belong, but which none of them "own" or control.

*Issue: What kinds of issues should be addressed by collaborative councils?*

Larry B: Duplication of services is one. For example, Red Cross trains "candy stripers," but a hospital called the local school and asked for volunteers. Red Cross wanted to train these volunteers. This created a conflict that had to be resolved.

John G: A given plant manager can't handle five to six different schools calling them on the same day. A more efficient way must be found. There is a need for articulation for all levels of education and among all youth services that are trying to place youth in community career awareness/ exploration experiences. Articulation is also needed for all those agencies that are trying to place programs in the school system.

Bea: ORT pinpointed the problem of articulation from level to level of education years ago. We're interested in training volunteers to work at different levels of education, and it's not the same from level to level.

John G: Our council is impacting the curriculum at various levels in an articulation sense. For example, we worked out arrangements under which students who had four units of typing in high school were given experimental credit for typing at the community college level. By having educational leaders from different levels of education represented on our council, we are successful in effecting this kind of articulation.

Apprenticeship and training programs are needed for those councils that combine both career education and vocational education on the same council.

Training in career education in needed for all constituencies.

How is a career education effort put into the total community?

*Issue: Should there be a separate council for vocational education and another for career education?*

Carolyn: We do it this way. Vocational education has its own advisory councils, but they are separate from the career education advisory council.

General Principle: Vocational education should have representation on any career education collaborative council. On this there was unanimous agreement among participants.

Nancy L: By law, vocational education has to have its own advisory council. This year, we are going to try combining the career education advisory council with the vocational education advisory council.

Maxine: Combining vocational education and career education advisory councils would be a mistake at this point in the history of career education. Career education is too new and too weak. If combined, vocational education concerns would predominate on the advisory council; and the concept of career education would be given short shrift.

NOTE: Participants were polled separately to see the extent to which they agreed or disagreed with Maxine's statement. The poll revealed that 7 "agreed," 3 "disagreed," 1 was "uncertain," and 2 felt it depends on the size of the community and the relative strength of vocational education. Two felt that a "super coordinating council" is needed with separate subcouncils for both vocational education and for career education.

Those who "disagreed" argued that:

- "Vocational education" is really an essential part of "career education"
- We don't want to create competition of separateness between vocational education and career education
- Career education concerns, if a single council is created, can be taken care of through subcommittees

Those who "agreed" argued that:

- Career education is not well understood and to combine it with vocational education will add to the confusion rather than clarifying the true nature of career education
- Vocational education is so powerful it will not give career education enough attention
- Academic teachers would have to be involved if this were to work, and they might not want to join if only a single council existed (although in Dade County, Florida, this is the way it operates)

## *Issue: How can collaboration be sustained?*

Larry B: Most of the community organizations have resources they can and will use to support things like supplying paper and mailing costs, meeting rooms, etc.

John G: You sustain it by letting each of the involved groups impact something.

Carolyn: If the school board fired me, our career education council would still keep going. They don't need me to have a sustaining effort.

Myrtle: When our council started, it was known as "Myrtle Hunt's Committee." Now, it would continue if I never went back.

Nancy L. I agree. Our community collaborative effort would keep going even if I, as the career education coordinator, weren't there.

Larry B: Somebody has to get the community collaborative effort started. The school system should, ideally, take this responsibility. Whether or not it will become a sustaining effort will depend on the willingness of the school system to "cut the strings" and allow real "ownership" to reside in the community, not in the school system.

Myrtle: The job of the career education coordinator employed by the school system will change as the effort evolves. In our school district, beginning in 1980, we won't have specialists in career education doing infusion. Instead, this will have been turned over to curriculum specialists in the various subject matter areas. My position will then revert to working more with the community.

It's possible that, in the long run, the position of career education coordinator within the school system MAY eventually evolve to one person providing leadership to others who are doing infusion, while the community groups take prime responsibility for collaboration under arrangements whereby the school is simply one of a number of community segments involved in a total community collaborative career education effort. This is the way to avoid the danger of moving toward career education specialists at the building level; it also makes the school more a part of the communtiy.

Larry B: Here's a job description for a career education coordinator in education:

- Staff development - in-service training for educators in infusion efforts
- Resource development
- Community leadership development (This makes them the most analogous to other youth groups operating outside the formal education structure.)

Carolyn: I like to think about "institutionalizing the concept of career education." If we are to make it a sustaining effort, we have to put it into existing structure of the school system AND the community. For example, we no longer have a separate teacher newsletter for career education but put career education concepts into the regular teacher's newsletter. As a second example, we don't buy separate career education materials so much as we seek textbooks that have career education concepts infused in them.

Larry B: 4-H produces much of its own instructional material. We have had, for years, such instructional material for many areas. Now we are developing two-to four-page supplements to these existing materials showing 4-H leaders how to infusion career education concepts into these instructional activities.

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